

APRIL, 1956

the **ATA**
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The ATA Magazine

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SPECIAL FEATURES

The Public Library	6
How Can Parents Help?	25
Do We Educate For Democracy?	28
The Truth About Teachers	31
Schools Bear Their Names	32
De Pont Scholarships	33
Alberta Hotel Association Scholarships	34
Workbooks — Tool or Crutch?	36
Teacher Training Memories	39
Teacher Exchange	42
Teaching Salaries — Then and Now	45
Teachers' Reward	52

The Royal Bank of Canada Monthly Letter

Dr. Charles B. Huelsman, Jr.

Frank Baer

Look

Dr. Richard Madden

Cyril Jones

Beardsley Ruml

Jack Scott

REGULAR FEATURES

Editorial	4
Official Bulletin	54
News from our Locals	57
Secretary's Diary	63

OFFICIAL NOTICES

Annual Report of the President	10
Annual Report of the General Secretary	13
Refund Pension Contributions	55
Retiring Teachers	55

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THE PRICE OF MEDIOCRITY

Figures—just statistics—can be frightening if you realize their implications.

The certain crop

By 1960, we will have about 304,000 students in Alberta schools—71,000 more than in September, 1955. Add to this the trend for each generation to seek more education and you have the tidal wave that is rolling towards our schools.

8,000 more teachers by 1960

To cope with this flood, we will need by 1960, about 3,200 teachers to staff new classrooms, and that's only part of the story. Another 4,500 teachers will be required to replace those who will leave teaching during the same period.

There are three main sources of teachers for the future—

- the teachers we have now;
- young people in high schools and universities;
- people with university education.

A leak or a torrent

Today we have about 8,300 teachers in Alberta classrooms. Statistics show that roughly 660 of these will leave teaching this year—4,500 over the six-year period to 1960.

Gain one, lose one

In September, 1955, 586 students enrolled in the Faculty of Education. By 1960, the Faculty of Education may have contributed 4,000 in teacher education programs. This still leaves a shortage of at least 3,700 teachers.

Missing the point

The only sources of these additional teachers will be people who have left teaching, people who have university education, and those now teaching who may decide to leave in the future.

In many communities, many married women who have ever held teaching certificates have been induced to go back into the classrooms. Recently, the government has moved to tap the university graduate supply by offering bursaries and scholarships to those who will take

courses qualifying them to teach high school. Important as these measures are, they miss the point.

Last year, we lost about 600 teachers. Surveys indicate that we may expect to lose, unless conditions alter, about 700 to 800 teachers in the years up to 1960—a total of nearly 4,500. If we could stop or drastically reduce this wastage a very large part of the teacher shortage could be erased.

Erosion multiplied

Worse than the actual numbers of teachers lost is the fact that they include some of our very best teachers. This loss is aggravated by the fact that education just is not getting the numbers of top-quality young people graduating from our high schools. Cumulatively, these erosive forces can only reduce the quality of teaching in our schools. And at a time when we need desperately better education—not poorer.

Make no mistake

Deterioration of the quality of teachers is less spectacular than crumbling school buildings but it is more sinister. The future of our country and our security is wholly dependent on our ability to educate our people to a higher level than ever before. If we fail, the immediate victims are our children, the ultimate losers, our society. Quality, not quantity is the core of the teacher shortage problem.

Everybody wants them

Under present conditions we can't get enough good teachers for our schools and universities. The reason is simple. Business, industry, government, and the professions all want the best of our young people. During buoyant periods in our economy the demand far exceeds the supply. In the spirited bidding for these young people teaching has not been able to compete effectively.

And teaching must have them

But teaching must compete. The best and most effective method is to raise salaries. Raise them to the point that they make young people, as well as the teachers we have now, know that society wants good teachers and is prepared to go all out to get them and to hold them.

Can we afford the money? Could we afford our defence of democracy? Can we afford anything less than the best? Make certain that more than anything else in education — buildings, equipment, or curriculum — the quality of teaching will decide Canada's future growth and security.

The Public Library

MILLIONS of people have discovered books in the past 30 years. Books have become as commonplace on news-stands as magazines were, and public libraries have expanded in number and in service. We do not approach books, as our grandfathers did, gingerly and only occasionally.

That is not to say everyone in Canada has all the reading facilities he needs or wants. Many communities, and not only in rural districts, are short of local library services.

A woman from New Brunswick told the Royal Commission on National Development in the Arts, Letters and Sciences (the so-called "Massey Commission on Culture"): "Too many of us have thousand dollar kitchens and ten dollar libraries." She went on to say that it was difficult to persuade municipalities to pay any part of the cost.

A lack of library service has implications for business, industry, and national material development. Students are graduating from our universities in science, engineering, business administration, medicine, and the other faculties. While taking their courses they had at their fingertips great collections of books to answer their questions, spur investigation, and stimulate their minds. Now, engaging in practical work, they find themselves remote from well-stocked shelves.

Not all our lamentation should be for technical people, great as their need is. To understand what is going on in the world today requires knowledge that can be found only in books, and we all wish to have the right background against which to judge current events. The public library gives us who are within reach of it a select society of all the centuries to which we are admitted

for the asking, without the expense of building our own shelves of books.

Canada's libraries

There were 80 free public libraries in urban centres of more than 10,000 population in 1954, and 26 regional libraries. The largest number in any province was that in Ontario, 42 urban and 14 regional.

These two classes—urban and regional libraries—represent the bulk of public library service in Canada, about 65 per cent of the total number of volumes and 83 per cent of the circulation. The urban libraries, serving 5,500,000 people, contained 5,466,887 volumes, of which 509,000 were added in 1954. There were 1,230,657 registered borrowers; the circulation was 23,190,793 volumes, and the libraries were staffed by 1,454 full-time staff members of whom 563 had degrees or equivalent diplomas in library science. Current expenditures amounted to \$6,773,239, or \$1.30 per capita of the population served.

Our greatest library problem is service for rural people, but according to the Canadian Library Association the rural situation is more promising than it was a few years ago. In some provinces, regional library systems have made considerable progress. One of the first was established in the Lower Fraser Valley of British Columbia in 1929. By 1954 there were 26 regional libraries, serving 1,648,000 people. Their volumes totalled 814,373.

Smallness of library service is mainly a financial problem. It is true that books are relatively cheap, but the expenditure is in competition with a mass of goods

and services clamouring for our pennies. Today's \$2.50 to \$5 book is cheap when compared with the price paid by the Countess of Anjou in the tenth century for a volume of sermons by a German monk: two hundred sheep, one load of wheat, one load of rye, and one load of millet. But she did not have hundreds of advertisements importuning her to buy other goods.

Library services

While the principal business of a library is to make books available to the public by circulation or for reference within the library, many other services have attached themselves to municipal public libraries.

In more than one locality the public library has come to be recognized as the centre of the community, around which revolve the studies and interests of the people. A meeting room has become an important feature of the branch library.

Some libraries provide services that are extensions of their main job: movie films, filmstrips, phonograph records, and paintings or prints. They bring to their platforms speakers on subjects ranging from the rearing of a child to the planning of a municipal centre, and display lists of books for follow-up study.

City libraries commonly have special collections of books for business men, craftsmen and industrial workers, though, as a bulletin issued by the Newark public library laments: "To the frustration of librarians, there are still some impractical business men who would rather be caught pilfering the poor-box than reading a book."

Practical people have found that a visit to the public library can save them money and time and effort. By searching the literature of their business they make sure that someone else hasn't already done the same work, and they gather data to make their calculations and their planning easier.

There is a true classic story about a librarian in Pennsylvania who was told by the chief chemist of a rolling mill

about an experiment that had solved a problem at a cost of \$10,000. The librarian told him: "The Germans made the same experiment four years ago and got the same results. We have their complete report."

Service to children

Most libraries have children's sections, and many libraries have specially-qualified librarians who rouse the children's interest in books and lead them through the fascinating experiences that open up to the reading person. It is not enough, these libraries believe, to prohibit crime comics: positive action is needed. Good books, with interest equalling that of the comics, must be made available under the guidance of an understanding librarian.

A long stride forward was taken in 1948, when children's librarians and book publishers in Toronto put on a sample book week. From that experiment grew Young Canada's Book Week, a national event sponsored by the Canadian Association of Children's Librarians. The aim is that all our children, wherever they live, whatever their circumstances, may have easy access to the best in children's literature.

Children's librarians have been successful in getting good books written. They found that the supply of books to gratify the spontaneous interest of boys and girls was far too limited in variety and in quality. Progressive publishers have responded to appeals for new titles and for reprints of old books in modern format. These, and other books, are displayed in special sections by many libraries, arranged according to the age of children. Bulletin boards attract attention to new books, suggest reading lists for high school clubs, and so forth.

Making material available

A library is not a collection of books made after a fixed pattern, but an offering of reading matter suited to the bookish needs of its community.

Intelligent book selection is the prime

need. Books must offer materials of knowledge, they must be the expression of human life, they must stimulate individual development, and they must enlarge and clarify mass intelligence.

Demand is a controlling factor in selection of books, but demand is greatly influenced by supply. If acquisition of books is based solely upon the already demonstrated popularity of books, the librarian is not taking his proper place in the van of his community's development. The librarian who is just a little ahead of his patrons' demands is playing a constructive role. Says H. E. Haines in *Living with Books*: "Let the basis of selection be positive, not negative. If the best that can be said for a book is that it will do no harm, there is no valid reason for its selection; every book should be of actual service to somebody, in inspiration or information or recreation."

Having collected books, how is the librarian to make them available to the public? There are some who say that, having placed books on the library shelves, the librarian has discharged his responsibility, but this is not the prevailing view. Up-to-date librarianship calls upon display, advertising, and publicity to make the public aware of what the shelves hold, and upon methods of listing that make books easy to find.

Libraries have, in addition to books, what they call vertical files, in which are deposited leaflets, booklets, mimeographed reports, and so forth, that may, in the opinion of the librarian, be of use to patrons. This *Monthly Letter*, for example, is sent to every public library in Canada, and at the year's end we supply a vertical file containing the year's issues, complete with index.

The librarian

Librarians must know their books and how to care for them; they must know their patrons and how to serve them. They are classed with the minister and the school teacher as community leaders and public servants.

The librarian presides over materials

that enshrine the wisdom of the past and furnish the understanding, knowledge, and reason that can inform the mind and prepare the reader to meet the challenges of today. Says Christopher Morley's endearing character, Roger Mifflin, in *The Haunted Bookshop*: "I wish there could be an international peace conference of booksellers, for my own conviction is that the future happiness of the world depends in no small measure on them and on the librarians."

One finds only a few librarians whose chief preoccupation is acquiring books and classifying them. It will not do to estimate the worth of a librarian by the number of books he issues or the per capita cost of circulation. His is a constructive profession. The true measure of his service is the extent to which he has made the great world of books living, appealing, inspiring reality to those his library serves.

Librarianship is not an easy profession to master, and there is general agreement, voiced through the Royal Commission, that library training facilities in Canada are inadequate. More library schools and more opportunities for advanced training are needed.

No public library in the world could afford to buy every book, but selection requires caution and skill. It calls for competency, alertness to the needs of the community, courage, and willingness to assume responsibility for decisions. Much that tends toward implementing this high ideal has been done by the Canadian Library Association since its organization in 1946.

Using the library

Behind the library and the librarian is a philosophy, a feeling of purpose. Civilization, it has been said, is based essentially on three processes: the discovery of knowledge, the conservation of knowledge, and the transmission of knowledge. Viewed in one light, the public library is only a collection of books, but in the broader view it makes available the symbols that stand for

almost anything we know about the universe. It is more than a stockpile: it is a communication centre through which the custodian transmits knowledge to his world.

Absorbing and using what is proffered is not compulsory, but is a function of the reader's will to learn. Here are the best books, providing an education that is not formalized but is of the wider sort: the culture of mind and spirit. What capacities we develop by use of the library; what practical help we obtain in our jobs and in getting to understand human nature; what opportunities we uncover to enrich our lives: these are ours to take or leave.

Andrew Carnegie said: "I choose free libraries as the best agencies for improving the masses of the people, because they give nothing for nothing. They only help those who help themselves. They never pauperize."

Books instruct us without rods or formulas, without hard words and anger. If we approach them, we find them friendly; if we question them, they give us the answers; even if we are ignorant, they do not laugh at us. In books we can find relief from trouble, rest after weariness, comfort in distress, and guidance along a dimly-seen path. Books help us to see beyond our immediate task and to gain a sense of life as a whole.

Education

There is an opportunity for broadening the place of the library in educational programs. It is not enough that it be used as a tool to supply the information a student needs while in school. It should do more: it should contribute toward producing graduates who will continue to learn, building efficiently and well on the experience and knowledge of the past.

Teachers will find that their pupils benefit through the strengthening of a friendly alliance with the public library. A program of real benefit requires that the library staff and the school faculty work together in determining where, in the various courses, the subject matter,

the printed materials, and the library facilities provide the best opportunity for giving the student the knowledge and experience he needs. Textbooks are devoted to the assertion of facts, with little or no invitation to question or debate. These may be supplemented by library reading that contains visions and stirs an explorative spirit.

It is generally accepted today that education continuing through life is necessary to our happiness, if not, indeed, to our survival. Herein is a wide opportunity for public libraries. Where, indeed, is adult education to be obtained, if not through books?

The concept of adult education was enunciated as the prime responsibility of the public library as early as 1850, and a quarter of a century later Melvil Dewey wrote: "The time was when a library was very like a museum, and a librarian was a mouser in musty books, and visitors looked with curious eyes at ancient tomes and manuscripts. The time is when a library is a school, and the librarian is in the highest sense a teacher."

Many a man has atoned for lack of higher education, and has "pulled himself up by his bootstraps" by reading. People who have no definite purpose like that in view find that in the library they can master enough of science and politics and psychology to enable them to understand what goes on in the world. They broaden their horizons, fill their minds usefully, and develop personality.

To embark with prospect of success on adult education one does not have to plan to read the ten or the hundred or the thousand 'great' books. Reading is an individual thing, conditioned by one's background, one's opportunity, and one's purpose.

At the same time, it is worth considering the verdict of history. When a book has lived and circulated widely over a period of 20, 50, or 100 years, there is a presumption that there is something worthwhile in it. The advice of Lord Chesterfield to his son was to speak of

(Continued on Page 60)

Annual Report of the President

Last year at this time The Alberta Teachers' Association honoured me by making me its president, which honour I have cherished during my year in office. The position of president carries with it certain duties and responsibilities as well as certain pleasures and joys.

It has been a year in which I have had the honour of representing the Association at meetings from Quebec to Vancouver. This has afforded me the opportunity of determining what is going on in education in the rest of Canada. I have come away from these gatherings with the realization that we in Alberta are in the forefront as far as education and teachers' organizations are concerned. As your president, I spent more than 70 days attending meetings on your behalf. I also had the pleasure of attending and addressing four conventions this year.

Banff Workshop

Our Banff Workshop, which started in the year 1949, has become increasingly important to our Association. Last year a new course was offered, that of Curriculum Making, under the leadership of A. George Bayly, Assistant Superintendent, Elementary Education, Edmonton Public School Board. I am sure the course will prove extremely valuable to local associations when they embark upon curriculum work in their own areas.

Relationships

Our relations with the various departments of the Government continue at a high level. We have always had a courteous hearing when we have presented our Annual General Meeting resolutions. It is true that we have not always found the Government ready to agree with us but any differences of opinion were, I am convinced, honest ones.

This year, for the first time, some of your executive held an informal meeting with several members of the Alberta School Trustees' Association. This was an attempt to bring the two associations closer together. It afforded an opportunity to discuss problems freely and to explain the reasons why certain policies are being pursued. It is my hope that these meetings may continue until the time comes when the teachers and the trustees are working together for the betterment of education in the Province of Alberta.

Pensions

At the last Annual General Meeting the executive was instructed to negotiate with the Government to bring about a change in our pension act so that our unfunded liability would be erased and the fund placed on a sound actuarial basis. A proposal from the Government has been studied by a committee of the executive. At the time of writing this report, the executive has decided to call an Emergent General Meeting to discuss the plan put forward by the Government. No doubt by the time of the Annual General Meeting some decision will have been reached.

Teacher Shortage

The Alberta Teachers' Association is concerned about the shortage of teachers and teachers' qualifications. We realize that we cannot achieve the professional status we desire unless our schools are manned by well-qualified people. Last year the Annual General Meeting passed a resolution setting up 11 scholarships designed to encourage teachers to further their training. At the same time a revolving loan fund of \$5,000 was authorized.

Individually, we, as teachers, can encourage pupils to show an interest in the

field of teaching. Our own attitude and enthusiasm, or lack of them, can have a decided influence on our students when they are considering teaching as a career.

Public Relations

We, as teachers, desire recognition for our profession. May I suggest that we must earn it. We must have a professional attitude. We must be thoroughly equipped to do our work. Teachers, by their deeds in the classroom and in the community, must make the public conscious of the importance of the teaching profession to Canada. This entails a public relations job. It involves working with our students, the Home and School Association, and the public at large. We must make sure that our Alberta Teachers' Association is strong and remains that way if we wish public support. An organization to which people subscribe only lip service cannot command respect of the public. Each teacher as an individual has a responsibility.

There will be issued in the near future two aids to the locals. One is in the form of a public relations handbook. Much thought and work has gone into the preparation of the material. It should be used extensively by local associations. We have come to realize how important public relations is to our Association. Public relations is best carried on at the local level. The second handbook, which is under preparation, is the *ATA Salary Handbook*. This will be of great assistance to local policy committees.

Local Solidarity

It is encouraging to your executive to find that in times of difficulty the teachers of a local are united in their stand when their just rights are denied them. We as teachers must always weigh very carefully any action we might take that will affect the education of the pupils of the province, but we must also remember that toleration of injustices will eventually lead to a breakdown in our educa-

tional system, which will have serious effects on our province and on Canada.

Legislation

Your executive has kept a watching brief on any impending legislation that will affect the teaching profession. When legislation, which would adversely affect us, has been proposed, the Executive Council has been quick to oppose it. It is true that legislation has been passed even when we have objected, but we have at least made our position quite clear to the law makers of our province.

Magazine

The *ATA Magazine* is your official organ. I believe greater use could be made of it by the teachers. The editor, Mr. Seymour, is doing an excellent job of issuing a first-class publication which compares quite favourably with the magazines which are received from other organizations. I do know that Mr. Seymour would be happy if teachers took a more active interest in the magazine. Questionnaires are answered by very few teachers. I am sure there are many of you who could write fine articles which could be used and which would be of interest to the teachers of Alberta.

District Representatives

I should like to see the locals making greater use of their district representatives and table officers. I believe this is one way in which locals can be kept up to date concerning the developments in our Association. However, it is not the duty nor the desire of any member of the Executive Council to force himself upon any meeting of teachers held at the local or sub-local level. I know that your district representative would be very happy to visit you if asked to do so. They all have something to offer in the way of information or advice.

National Scene

On the Canadian scene I might briefly report on three developments. Last year,

at the Canadian Teachers' Federation Conference, Ontario decided to become a full-fledged member and to allow its teachers to hold office in the Canadian Teachers' Federation. This is a significant move and one which should strengthen the Canadian Teachers' Federation considerably.

The executive of the Canadian Teachers' Federation has set up a committee to study the establishment of a Canadian College of Teachers. This committee has had several meetings and has drawn up a rough draft concerning a Canadian College of Teachers. This will be presented to the 1956 Canadian Teachers' Federation Conference for its recommendation or approval. If matters progress favourably, it is hoped to establish the college by 1957.

There is at work at the moment a CTF Federal Aid Committee. This committee has met a number of times to decide the best approach to make to the Government of Canada and in what form the aid should be requested. The Alberta Teachers' Association's proposal that Dr. La-Zerte be added to this committee as a consultant was accepted. A full report of this committee will be made to the 1956 Canadian Teachers' Federation Conference.

Personal

I cannot speak too highly of the members of the Executive Council. They are keen, alert, willing and hard working

people. Your interests are ever paramount with them. I know that The Alberta Teachers' Association has benefited by their willingness to serve. I trust that my successor has the same good fortune I have had.

May I say a word or two about our officers, Mr. Ansley, Mr. Seymour, Mr. Eyres, and Miss Berry. It is only when you become an executive member that you realize how valuable these people are to the Association and how sincerely they work on our behalf so that we may become stronger and grow more important in the educational affairs of our province. I would like to thank the file office staff we employ. Their willingness at all times to do work above and beyond their normal duties makes the task of your executive much easier.

Local Progress

This year has been one of progress in many fields. More and more locals are engaging in curriculum work. The Association is showing a greater concern for better standards of training, improved curriculum, recruitment and retention of teachers, and public relations. We are slowly but surely becoming a real profession. Our strength and influence are increasing steadily. May we use them wisely for the benefit of the boys and girls in our province.

Respectfully submitted,

G. S. LAKIE



Annual Report of the General Secretary

As general secretary, I respectfully submit the following report to the thirty-ninth Annual General Meeting of The Alberta Teachers' Association.

1. Membership

The number of teachers registered as members of the Association on March 1, 1945, March 1, 1955, and on March 1, 1956, is—

	1945	1955	1956
Life Members	76	291	331
Faculty of Education			
Edmonton		455	418
Calgary		242	214
Optional Members			
Faculty of Education		11	12
Correspondence School			
Branch		46	55
Others		2	—
Employed by			
School Boards	5868	7563	8273
	5954	8610	9303

2. Organization

The Alberta Teachers' Association has 69 local associations, approximately 162 sub-locals, and a number of "study groups".

The 69 local associations are represented by 212 councillors at the Annual General Meeting.

The redistribution of boundaries of school divisions effective January 1, 1955, necessitated major changes in the organization of nine local associations. Several other locals were affected by minor changes. Bow Valley Local was dissolved and the new local of Three Hills formed. Two new counties, Stettler and Thorhild, were formed, necessitating minor revisions in the two locals.

Ten districts elect representatives to the Executive Council, five of whom are elected each year. The president and

vice-president of the Association are elected annually.

3. Publications

The ATA Magazine now has a circulation of about 10,400 copies. It is published monthly, September to June inclusive. All teachers, most school administrators, trustees, MLA's, and students in the Faculty of Education receive the magazine.

Readership surveys show that teachers vary widely in their choice of articles and topics which they would like to have featured in each issue. The editorial, secretary's diary, and official bulletin are listed as the most valuable of regular features. Readers like to see articles by Alberta educationists but would also like to have good articles published regardless of source.

Considerable interest in more pictures and in the column "Teachers in the News" is reported. Many readers have requested the use of more cartoons and humour.

The editor attended the annual Education Communications Service Workshop held at Lake Forest in July. Intensive courses in design, layout, content analysis, reporting, use of pictures, and editorial writing formed the course. The staff of the workshop reviewed and evaluated *The ATA Magazine* and recommended certain changes in design, layout, and typography which have been effected in current issues.

The ATA Magazine is basically a "house publication" and as such must serve primarily the interests of the Association. For many teachers it is the source of contact with the business of the provincial office. For this reason a very large part of the material published from time to time is required by policy and by-law.

Other publications of the Association include newsletters, salary bulletins, pamphlets, brochures, and the ATA Library catalogue.

Newsletters and salary bulletins are sent to presidents, secretaries, and councillors of local associations. Both are published as material and time warrant. Summaries of minutes of Executive Council meetings are sent to secretaries of local associations.

A brochure on collective bargaining, *Appendix to Salary Schedules and Analysis of Divisional Salary Schedules in Alberta* are also published and are available free of charge on request.

The Association also publishes *The Alberta Teachers' Association Policy Handbook, 1955*, which has been revised and will be distributed during this Annual General Meeting.

The ATA Handbook was revised in 1954 and copies are available at cost to members of the Association.

A major project of this year has been the publication of the *ATA Salary Handbook*. This publication has been prepared for use by salary policy and negotiation committees. It is restricted in quantity and is available on deposit request to local associations.

4. Research

Canada's first educational research organization, the Alberta Advisory Committee on Educational Research, has completed a year's successful operation. A formal organization was set up during the fall of 1954, a constitution approved, and research work undertaken. The five sponsoring organizations, the Faculty of Education, the Department of Education, The Alberta Federation of Home and School Associations Incorporated, the Alberta School Trustees' Association, and The Alberta Teachers' Association, each have two representatives on the executive. Two committees have been set up. The Research Committee receives, considers and suggests projects for research; the Finance Committee solicits financial aid.

All research is conducted under the

Committee on Educational Research, Faculty of Education, University of Alberta, and must receive final approval from this committee. The Alberta Advisory Committee on Educational Research, however, to a large extent, controls financial assistance.

The Alberta Journal of Educational Research is published quarterly. Four issues have been published to date and material for two more is ready. The yearly subscription is \$3.

The Alberta Teachers' Association continues to maintain its trust fund for research into which is paid, out of general revenue, an amount of \$1,000 each year. The interest on this fund, together with appropriations from general revenue, may be used for research purposes. The Association has been making annual grants to the Alberta Advisory Committee on Educational Research, one-half to the current account and one-half to the capital account.

A complete report on the activities of the Alberta Advisory Committee on Educational Research will be found in the report of the ATA representatives on this committee.

5. Library

During the past year 654 books were loaned to teachers. Of this number, 294 were loaned in 98 "book packages". Postage is prepaid both ways on books on loan from the ATA Library.

A considerable number of requests for books which the library does not have are referred to the Teachers' Service Bureau and are added to lists from which new books are ordered.

Borrowers are supplied with a copy of the library catalogue on request, and also with a listing of the "book packages" which form a large part of the circulation.

Greatest circulation has been noted outside of the "book package" plan, in books on curriculum, remedial teaching, administration, and public relations.

6. Scholarships

The 1955 Annual General Meeting

established 11 annual scholarships in the amount of \$500 each. These scholarships were named after the honorary life members of The Alberta Teachers' Association and were to be awarded as follows: two to graduates from the Faculty of Education; two to graduates from faculties other than Education who are entering the Faculty of Education; four to students proceeding from their third to their fourth year in the Faculty of Education; and three to teachers in the field who have completed three years' professional education and are proceeding to the fourth year in the Faculty of Education.

Regulations governing these scholarships were adopted but it was found that the Association was unable to offer all these scholarships during 1955. Only a few applications were received because of the short time for publicity.

The Clarence Sansom Gold Medal was awarded to Dona Marie German, Calgary, and The John Walker Barnett Scholarship in Education was awarded to Audrey Katherine Chaba, Coronado. These two scholarships were awarded under the old regulations.

Two scholarships were awarded under the new regulations, The John Macdonald Scholarship in Edmonton to Nola E. Thompson, Edmonton, and The Harry Dean Ainlay Scholarship in Education to Lois Deane, Edmonton.

7. Conventions

Seventeen conventions were held in 1955.

Our guest speakers were: Dr. H. S. Baker, Professor and Chairman, Division of Secondary Education, Faculty of Education, University of Alberta, Edmonton, Alberta; Dr. J. W. Chalmers, High School Inspector, Department of Education, Edmonton, Alberta; Dr. A. P. Coladarci, Associate Professor of Education and Psychology, Stanford University, Stanford, California; Dr. A. L. Doucette, Director, Calgary Branch, University of Alberta, Calgary, Alberta; Dr. G. M. Dunlop, Professor and Chairman, Division of Educational Psychology, University

of Alberta, Edmonton, Alberta; Dr. H. P. Fawcett, Chairman, Department of Education, Ohio State University, Columbus, Ohio; Dr. Barry T. Jensen, Assistant Professor of Education, Stanford University, Stanford, California; Dr. W. R. Odell, Professor of Education, Stanford University, Stanford, California; Mr. W. Pilkington, Associate Professor of Education, University of Alberta, Edmonton, Alberta; and Dr. Fred T. Tyler, Professor of Education, University of California, Berkeley, California.

The Department of Education was represented by the following: Dr. R. E. Rees and Dr. W. H. Swift, and Messrs. A. A. Aldridge, D. R. Cameron, S. A. Earl, M. O. Edwardh, A. B. Evenson, W. E. Frame, H. C. Sweet, and M. L. Watts.

The Faculty of Education was represented by the following: Dr. J. D. Aikenhead, Dr. S. C. T. Clarke, Dr. H. T. Coutts, Dr. J. W. Gilles, Dr. H. A. MacGregor, Dr. B. E. Walker, and Dr. J. G. Woodsworth, Miss M. Caldwell, and Mrs. V. I. Rust, and Messrs. F. Baer, C. Hampson, W. E. Hodgson, S. A. Lindstedt, H. C. Melsness, and W. Pilkington.

The Alberta Teachers' Association was represented by one or more members of the Executive Council at each convention.

8. General Meetings

The thirty-eighth Annual General Meeting was held in the Macdonald Hotel, Edmonton, April 11, 12 and 13, 1955. There were no emergent meetings.

9. ATA Workshop

The seventh ATA Workshop was held in Banff at the Banff School of Fine Arts, August 14 to 21, 1955. In the general course, 55 teachers were enrolled, and in the writers' course, 17. In 1955, 49 locals sent one or more delegates, and 19 locals sent no delegates. To date three locals have not sent a delegate to any workshop. The total number of teachers who have now attended one or more workshops is 412.

The Executive Council decided to

discontinue the course in collective bargaining and to have regional salary workshops in December and January instead. The course in curriculum making was added to the program in place of collective bargaining because of the interest shown by many locals in curriculum work, action research, etc.

The consultants were: Dr. Belmont Farley, educational publicity and public relations; William E. Porter, education writing; John Amend, group dynamics; Lars Olson, ATA administration; A. George Bayly, curriculum making.

Panel discussions were held on collective bargaining under the chairmanship of H. J. M. Ross, and on pensions, under the chairmanship of Reginald Turner.

The following were also in attendance: Mrs. Linda Shepherd, British Columbia Teachers' Federation; Mrs. D. A. Hansen, The Alberta Federation of Home and School Associations Incorporated; Miss Dorothy E. Pape, Federation of Women Teachers' Associations of Ontario; H. Edgar Todd, Secretaries' Association; H. E. Bendickson, Board of Industrial Relations; Munroe MacLeod, Alberta School Inspectors' Association; Dr. H. S. Baker, Faculty of Education; and Dr. A. W. Reeves, Department of Education.

10. Executive and Committee Meetings

The Executive Council met on the following days: February 25 and 26, April 8 and 9 and April 14, June 10 and 11, August 15, September 30 and October 1, and December 9 and 10, a total of twelve days. In 1954 the Executive Council met for thirteen and one-half days.

The ATA Curriculum Committee met February 4, 1956.

The CTF Committee met February 19 and July 15, 1955.

The Discipline Committee met February 12, 1955.

The Finance Committee met February 25, June 9, September 29, and December 8, 1955.

The Pension Committee met March 5, 1955.

The Resolutions Committee met March 5, 1955.

The Scholarship Committee met January 11, September 15, October 3, and December 19, 1955.

11. Resolutions

Action taken with regard to disposition of resolutions from the 1955 Annual General Meeting has been given in *The ATA Magazine*.

Resolutions were presented to the Minister of Education and other departmental officials on December 2, 1955 and to the Executive Council of the Government of the Province of Alberta on December 16, 1955. Resolutions have also been forwarded to the following for their consideration: the Board of Teacher Education and Certification, the Faculty of Education, the University of Alberta, the Canadian Teachers' Federation, the Co-ordinating Committee, and the Alberta School Trustees' Association.

Further work in the consolidation of policy resolutions has been undertaken. *The Alberta Teachers' Association Policy Handbook, 1955* has been printed and distributed to locals. Further amendments to policy resolutions are being presented to this Annual General Meeting.

12. Electoral Ballot

No electoral ballots were submitted during 1955.

13. Discipline Cases

During the year, two charges of professional misconduct were referred to the Discipline Committee for investigation.

14. Canadian Teachers' Federation

The 1955 Conference of the Canadian Teachers' Federation was held in Ottawa, August 12-17. Alberta's three delegates were G. S. Lakie, president, Frank J. Edwards, past president, and the general secretary.

The Alberta Teachers' Association submitted two resolutions:

(1) BE IT RESOLVED, that the provincial affiliates of the Canadian Teachers' Federation that do not pay the prescribed fee and that have not been granted a waiver of all or part of said fee, by the Canadian Teachers' Federation in conference, or in case of emergency, by the Board of Directors, be notified that unless the prescribed fee is paid by a date set by the Canadian Teachers' Federation, which in no case shall be more than six months after the end of the financial year (June 30), the affiliate in arrears shall be suspended, until such time as the fee is paid or is remitted, either in whole or in part, and further

BE IT RESOLVED, that the Board of Directors be instructed to collect arrears of fees, accruing since June 30, 1953, that have not been remitted.

This resolution was passed with the deletion of the last "Be It Resolved", which is what we hoped would be done. And, by the way, information has already been received that Ontario will pay its full fee this year.

(2) BE IT RESOLVED, that this Annual General Meeting of the Canadian Teachers' Federation set the annual fee at not less than \$1 and not more than \$2 per member to be paid by each affiliated organization, in respect of each member of such affiliated organization, and that this fee be allocated as 80% for general revenue and 20% for trust funds.

Without consulting The Alberta Teachers' Association, the executive of the Canadian Teachers' Federation turned this motion into a notice of motion to raise fees, which was not the intention of the motion and which the executive of the Canadian Teachers' Federation has no authority to do. To add to the disregard of procedure, the Finance Committee introduced a resolution to

raise fees, which is contrary to the written terms of reference of the Finance Committee. This was drawn to the attention of the president of the Canadian Teachers' Federation by Alberta, but was ignored. As a result, the legality of the resolution to raise fees has been questioned.

Another strange decision of the Canadian Teachers' Federation was to send the past president to the WCOTP in 1956, instead of the president, which could be interpreted as lack of confidence in the president. However, in January, the Board of Directors decided to send both president and past president at an additional cost of approximately \$2,000 which, as far as I know, was not provided for in the budget.

These are strange ways of doing business.

15. Western Conference of Presidents and Secretaries of Teachers' Associations

The ninth conference of presidents and secretaries of teachers' associations in Western Canada was held in Vancouver, B.C., November 22-24, 1955, which you will note was just before the Grey Cup Game. G. S. Lakie, president, and the general secretary represented The Alberta Teachers' Association. George G. Croskery, Dr. J. D. Ayers, and George Roberts, secretary-treasurer, research director, and vice-president of the Canadian Teachers' Federation, were also present in a consultative capacity. There is no official relationship between the Western Conference and the Canadian Teachers' Federation.

The conference dealt with practical problems related to improving the living and working conditions for teachers, such as salaries, tenure, salary negotiations and agreements, pensions, recruitment and retention of teachers, teacher education, educational research, the proposed Canadian College of Teachers, public relations, the increasing danger of politics in education, provincial school grants, federal aid for schools, etc.

The Western Conference drafted a salary schedule which provides for salaries of from \$3,600 to \$6,200, with \$200 annual increments, for teachers with one degree.

16. Legislation

A special report on legislation will be given at this Annual General Meeting.

17. Tenure

At the date of writing this report, copies of the proposed changes to *The School Act, 1952*, have been received from the Department of Education. A detailed report of the amendments to *The School Act, 1952*, and to *The Teachers' Retirement Fund Act* will be made to the councillors at the Annual General Meeting.

There have been no amendments proposed with respect to appeals of transfers. Consequently, The Alberta Teachers' Association must devise some way to protect its members in cases of unwarranted or unreasonable transfers. Every time an abuse by a school board of the right to transfer teachers comes to our attention and we ask the Department of Education to provide more protection for teachers than now is in *The School Act, 1952*, we are faced with the argument that after all there are only a few cases of this kind, that most school boards are reasonable, and that the Department will be pleased to investigate any cases that occur in the future. Nothing will be gained by waiting for more cases. This year we have two cases in the Bonnyville School Division, and it is my suggestion that the Association should act in regard to these cases and not wait for other cases in other years.

18. Pensions

A statement about pension negotiations was prepared and presented to the councillors at the Emergent General Meeting on February 25, following which a resolution was passed accepting the

proposal made by the Minister of Education, on February 25, provided that the payment of benefits is fully guaranteed as under *The Public Service Pension Fund Act*, that the 35-year limit on contributions to the Fund remains, that pensionable service shall continue to be service from age 30 to age 65, that the end of the financial year shall not be changed to March 31, and that benefits shall be increased from 1½% to 1¾% for service from September 1, 1952 on. The Annual General Meeting will be informed about the action taken by the Legislature.

As reported in the March issue of *The ATA Magazine*, contributions to the Supplementary Pension Fund have been discontinued, as from March 1, 1956. Contributions to this Fund began June 1, 1950, at which time it was estimated it would be approximately 11 years before there would be sufficient money in the Fund. The large increase in the number of teachers contributing to the Fund, and the increase in salaries, has resulted in the Fund being discontinued in a little less than six years. As instructed by the Annual General Meeting, annuities have been purchased from the Canadian Government, or from the Monarch Life Assurance Company, for all teachers in receipt of the Supplementary Pension, a total of 128. The Annual General Meeting and the Executive Council should make some disposition of the balance remaining in the Supplementary Pension Fund.

19. Salaries and Collective Agreements

In the school year 1954-1955, the average salary of teachers was \$3,330.28. This is \$158 higher than the \$3,172.27 average paid during 1953-1954.

During the current school year, the minimum salary for a teacher with one year of university education is about \$2,100. The highest maximum salary for a classroom teacher with six years of university education is \$6,500. Principals of a few of the largest schools

one city have a theoretical maximum of \$7,950. However, the top salary paid to an Alberta school principal this year is at the rate of \$7,515 per annum.

The salary for a teacher with a degree extends from about \$3,000 to \$4,450 in divisions and counties and from about \$3,500 to \$5,900 in one of the largest cities. Annual increments for teaching experience vary from \$100 in some of the poorer to \$200 in a few of the better scales.

Allowances for administrative responsibility vary widely. They range from a maximum of \$800 in some schools systems to about \$2,000 in the best urban scale.

Cost-of-living bonuses and dependent allowances in a number of agreements run from \$50 to as high as \$650.

An increasing number of agreements with school boards contain personnel policy clauses such as cumulative sick leave, sabbatical leave, heavy enrolment bonus, extra duty and responsibility, etc. All of these benefits are designed to attract and hold staff and are reflections of trends that have been developed in business and industrial agreements.

The over-all salary picture during the past year shows some gains which, however, do very little more than match the general improvement in the provincial and Canadian economy. Teachers' salaries, particularly at the graduate level, do not compare with beginning salaries for university graduates in most professions. This disparity is aggravated by the lower rate of increase provided by the increment structures in most teachers' salary scales. It is quite clear that the salary range for a teacher with a bachelor's degree must be about \$3,600 to \$6,000 if teaching is to compete effectively with business and industry for the young graduate of today.

A start in the direction of an adequate salary for degree teachers was provided by the award of a board of arbitration in the Edmonton city salary dispute.

The minimum salary for a degree teacher, including dependent allowance, is now \$3,525. The corresponding maximum is \$5,925. Experience increments are \$200 per year.

The Association has acted as bargaining agent in 15 disputes during the past year. Six were settled at bargaining agent level, four at conciliation level, one by award of a board of arbitration, one by strike action, and three disputes, all of which are at conciliation level, are not yet settled.

The third teacher strike in 13 years occurred in the Clover Bar School Division last September. The teachers voted to take strike action when the school board rejected the majority award of a board of arbitration. With the approval of the Executive Council, the Clover Bar teachers commenced their strike on August 15. They returned to their classrooms on Monday, September 19, after the school board had signed an agreement accepting the arbitration award in full.

20. Supply of Teachers

For the 1955-56 school year Alberta has 8,273 teachers. In addition there are 158 student-teachers in charge of schools and 30 correspondence supervisors. Last year there were 7,563 teachers, 118 student-teachers, and 39 correspondence supervisors. This shows an increase of 710 qualified teachers, and 31 others.

During the period 1951-54 the number of classrooms increased from 6,392 to 6,946 or a net increase of 554. During the same period the number of teachers increased from 6,938 to 7,455 or a net gain of 517, which shows a shortage of 37 teachers required to operate the new rooms. Comparative figures are not yet available for the school year 1954-55. This, of course, does not take into consideration administrative staff and extra teachers required in large schools.

The shortage of teachers has decreased from 850 in 1946 to 157 in 1955. This decrease in shortage considered along

with the increase in enrolment and new rooms opened supports the opinion of The Alberta Teachers' Association that *The Emergency Teacher Training Act* was passed when factors indicated that within a few years the shortage of teachers would disappear. The fact that student-teachers (55 reported this year) are being placed in graded schools is of particular concern to the Association. Repeated attempts have been made to convince the Department of Education that regulations should stipulate student-teachers be placed in isolated schools only.

Once again, you should be reminded of the importance of the retention of teachers and the necessity of raising isolation bonuses as factors governing the supply of teachers. During 1954-55 292 teachers came to Alberta from other places and 267 returned to the profession after absences of from one to over twenty years. At the same time 491 entered from the Faculty of Education giving us a total increase of 1,050. From this total we must deduct approximately 600 for those retiring, leaving the profession, or transferring to other provinces, which leaves a net increase of 450.

The Executive Council has requested that the bonus granted teachers in isolated schools be increased and suggested the range be from \$300 to \$1,000 depending on the degree of isolation in order to encourage teachers to accept positions in these schools.

21. Teacher Education and Certification

It is estimated that over 25 percent of the membership now have university degrees.

The entrance requirements to the one-year programme in the Faculty of Education are still lower than for the Bachelor of Education programme or for admission to other faculties, with the exception of agriculture. Low standards for entrance into the one-year programme,

which represents a majority of the students in the Faculty of Education result in a lack of status and prestige for education as a profession on the university campus.

For the six-weeks' course, the entrance requirements are even lower than for the one-year programme, consisting of a high school diploma plus "B" standing in Grade XII English, Social Studies, and two other Grade XII subjects. And, as if that were not low enough a number of six-week trainees who have not been able to meet these minimum requirements, low as they are, have been granted some kind of certification by the Minister of Education through Order-In-Council No. 1005-55.

The regulations about special certification have been changed to permit the granting of a teaching certificate to a person with technical training. The details of the new regulation will be made available to the delegates. The regulation used to read:—

"Part D, section 28 (b):

To issue Letters of Authority to persons of suitable professional and academic attainments not otherwise qualified under these Regulations for teachers' certificates . . ."

This change apparently followed the request of the Calgary City School Board that the Board of Teacher Education and Certification grant teaching privileges to a journeyman printer without Grade XII standing and without teacher education. As has always happened in these cases, the Alberta School Trustees' Association, the Department and some university representatives of the Board of Teacher Education and Certification approved the request. However, in this case, the recommendation of the Board to grant limited certification was turned down by the Minister of Education. Later, he reversed his decision after representations had been made to the Calgary Board. The person in question is now teaching printing in Calgary schools and attending classes part-time

in the Faculty of Education. Also, he is to obtain Grade XII standing by a specified date.

These regulations about teacher certification have always been unsatisfactory, from our point of view, and, in my opinion, are getting worse year by year, or bit by bit. If Alberta required two years of teacher education for temporary certification and four years for permanent certification, possibly with majors and minors, instead of elementary and secondary routes, the supply of teachers in Alberta would improve, if not immediately, within five or ten years; providing, of course, that salaries, pensions and tenure were as good in teaching as in other comparable occupations. The lowering of standards has never increased the supply in the long run, in any field.

A period of internship for student-teachers in the Faculty of Education has been proposed and is now being investigated.

22. Curriculum Committees

The Senior High School, Junior High School, and Elementary School Curriculum Committees of the Department of Education are doing effective work with respect to the provincial course of studies, and in addition there are indications that more teachers are being consulted to a greater extent than formerly with respect to curriculum changes, that more freedom in courses of studies is being permitted, and encouraged, and that there is a corresponding increase in interest in curriculum making on the part of teachers.

A number of locals now have curriculum or education committees that are making surveys, experimenting with action research, etc.

23. Co-ordinating Committee

The Co-ordinating Committee, composed of representatives of the Department of Education, the Alberta School Trustees' Association, and The Alberta Teachers' Association, held meetings on

February 23, 1955, December 12, 1955, and January 23, 1956. G. S. Lakie, H. J. M. Ross, Frank J. Edwards, the general secretary, the assistant general secretary, and the executive assistant represented The Alberta Teachers' Association. Resolutions, proposed legislation, and other items of interest are discussed at the meetings of this committee.

The first meeting discussed amendments to *The School Act, 1952*, which were presented to the 1955 session of the Legislature.

The following two meetings discussed resolutions and proposed changes in *The School Act, 1952*, for presentation to the Legislative Assembly in 1956.

Items for discussion were presented alternately by the Alberta School Trustees' Association and The Alberta Teachers' Association.

The Alberta School Trustees' Association requests were—

- that the Board of Reference be abolished and a Board of Arbitration, whose decision would be final, deal with disputes arising out of termination of contracts;
- that there be a probationary period of one year for all teachers, principals, and vice-principals appointed by school boards; and
- that dates for notice of termination of contract given by the school board and resignations tendered by the teachers be the same, June 1 or June 15.

The Alberta Teachers' Association requests were—

- that school boards be prevented from requiring principals, vice-principals, and teachers to attend institutes or report for duty during July and August;
- that some leeway be given school boards with respect to setting the Christmas vacation dates;
- that school boards be required to take out liability insurance covering staff members; and
- that teachers' resignations be direct-

ed to the school board secretary, not the superintendent.

Other matters discussed included teacher transfers, junior colleges, student-teacher placement on salary schedules, participation in track meets and festivals of schools in charge of student-teachers, housing for teachers, and payment of teachers for absence due to roads or weather.

24. Public Relations and Publicity

Promotion of understanding of educational public relations concerns the individual teacher, sub-local and local associations, as well as the Executive Council.

Much of any effective programme of public relations is the routine business of maintaining relationships with the various segments of the public which should be interested in education. The Association's public relations also embraces a responsibility for promoting internal relationships with teachers, local associations, and other teacher organizations. Fraternal delegates are exchanged annually with The Alberta Federation of Home and School Associations Incorporated, the Alberta School Trustees' Association, The Civil Service Association, the Alberta Federation of Labor, the Alberta School Inspectors' Association, and others.

Close relationship and conference is maintained with all Canadian teacher organizations, and the Canadian Teachers' Federation. Teacher organizations of the four western provinces meet annually in the Western Conference. The Alberta Teachers' Association sends representatives each year to the Canadian Education Association Conference.

Representatives of the ATA, the ASTA, and the Department of Education discuss problems from time to time in the Co-ordinating Committee. This has been supplemented this year by an informal meeting between representatives of the Executive Councils of the ASTA and the ATA.

A committee of the Executive Coun-

cil meets annually with the Cabinet to discuss resolutions passed by the Annual General Meeting. Other meetings are held more frequently with the Minister of Education and with Department of Education officials.

A reorganization of the Association's curriculum committee has made possible more effective discussions with curriculum officials in the Department of Education. In an effort to promote better understanding of our common problems in the curriculum area, the ATA Curriculum Committee invited M. L. Watts, A. B. Evenson, and M. O. Edwards of the Department of Education's Curriculum Branch to a meeting in February.

The ATA Banff Workshop course in Educational Publicity and Public Relations is the major experience area in our public relations programme. Each August about 50 delegates from local associations gain valuable ideas and training in educational public relations. In the long run, this course should provide local associations with leadership and resource personnel for public relations programmes.

The extensive scholarship and professional assistance programme adopted last year supports the Association's constant drive to raise standards in the teaching profession and to improve consequently, the level of educational service performed by teachers.

Press and radio releases concerning Association business are prepared by the Head Office and are distributed to all daily newspapers, all radio and television stations, and to most weekly newspapers in the province.

The Association's point of view regarding educational matters is reinforced by a substantial free distribution of *The ATA Magazine* to all MLA's, school superintendents, and others. Informal contact with teacher MLA's has been maintained through visits to the Legislature and through a complimentary dinner tendered by the Association.

From October to January eight re-

ional conferences were held at different centres throughout the province. Association problems, business, and salary policy were discussed at each conference. Present plans indicate that these meetings will be extended during the coming years to include discussion of local and provincial public relations programmes.

An "ad hoc" committee of the Executive Council has prepared a public relations guide as resource material for teachers, school staffs, sub-locals, locals, and regional conferences. The committee expects to revise and consolidate the material in this pamphlet during the next year for publication in booklet form.

25. Local Report Forms

This is the second year locals have been required to complete a report form and to submit it, together with an audited financial statement, to Head Office by November 30. By resolutions of the Annual General Meeting and the Executive Council no fees are remitted to locals failing to send in the required forms. To date four locals have not reported fully and cheques for fees are being withheld. A number of other locals failed to forward the forms until after November 30.

A great variation is found in the type of financial statement submitted, making it very difficult to make accurate comparisons of the financial needs of locals. Of the 69 locals, 65 reporting to date, 17 show an operating deficit for the year. Only one, however, shows a nil balance. The remaining show balances varying from \$40 to over \$6,000. The location and size of the local in most cases do not seem to be a fair criteria for determining financial needs of locals.

The Executive Council has directed that a uniform type of financial statement be drawn up for the use of locals. It is hoped that in this way more accurate comparisons and recommendations may be made on financing of locals.

26. Canadian Education Association

The Canadian Education Association Convention was held in Quebec City, September 20, 21, 22 and 23, 1955. G. S. Lakie, president, and the general secretary represented The Alberta Teachers' Association.

There were panel discussions on teacher training, including teacher recruitment; curriculum, with emphasis on the relation of the curriculum to local interests; education in the community; school administration, with emphasis on local school taxation; and exceptional children. Mr. Lakie attended the sessions on teacher training and I attended the sessions on curriculum.

Mr. Allan McCallum, Deputy Minister of Education for Saskatchewan, was elected president for the coming year.

27. Western Canada Conference of Teacher Educators

The third conference of representatives of teacher education institutes, departments of education, and teachers' associations of the four western provinces met at the University of Manitoba, May 19, 20 and 21, 1955. G. S. Lakie and the general secretary represented The Alberta Teachers' Association.

The conference discussed certification of teachers, regulations with respect to teacher exchange, the place of theory in the teacher training programme, the role of a teacher adviser and in-service training.

Dr. R. McIntosh of the University of British Columbia was elected president for 1956.

28. Other Conventions

Representatives of The Alberta Teachers' Association attended the following:

1. The Alberta Federation of Home and School Associations Incorporated Convention, Banff, April 26-28, 1955. G. S. Lakie and Frank J. Edwards.
2. The Alberta School Trustees' Association Convention, Calgary, November 7, 8, 9, and 10, 1955. G. S. Lakie, the

general secretary, and the assistant general secretary.

3. British Columbia Teachers' Federation Workshop, Qualicum, B.C., August 21-27, 1955. Mrs. D. Benjamin.
4. Civil Service Association of Alberta Convention, Calgary, November 4 and 5, 1955. Mrs. I. Castleton.
5. Conference on Teacher Recruitment and Retention, Edmonton, December 3, 1955. Frank J. Edwards, the general secretary, and the executive assistant.
6. Curriculum Workshop, Saskatoon, Sask., August 10, 11, and 12, 1955. H. J. M. Ross.
7. Education Communications Service Workshop, Lake Forest, N.Y., July 9-16, 1955. The assistant general secretary.
8. Eleventh Annual Short Course in School Administration, Banff, May 31 - June 1, 1955. H. J. M. Ross.
9. Fifth Annual Home and School Workshop on Group Methods, Banff, October 17-20, 1955. Mrs. I. Castleton.

29. Personal

The names of the teachers who have been granted life membership in The Alberta Teachers' Association are reported in the handbook.

Honorary memberships in The Alberta Teachers' Association will be awarded at the banquet of this Annual General Meeting to Miss Mary R. Crawford and Samuel Henry Crowther (posthumously).

30. General

Financially, The Alberta Teachers' Association is in a sound position with a net equity of \$386,581.90. Individually the members of the Association are not receiving adequate remuneration, especially in the higher brackets and in the more responsible positions. Not a single principal, and our largest schools have about 70 teachers, is receiving a salary of \$10,000 a year. Our pension scheme provides pensions of three-quarters of what we think is adequate, 52½ percent of salary instead of 70 percent. Legislation for several years has been in the main, discriminatory, if not punitive. Minimum standards for teacher education are being lowered instead of raised. These are all minus.

On the plus side of the ledger, we have the Banff Workshop, fall conventions, educational research, curriculum making, the course for principals, the improvement in qualifications of teachers, the Co-ordinating Committee, some improvement in public relations, ATA scholarships, and the Home and School Association project in teacher supply.

I wish to thank the president and other members of the Executive Council, members of the staff, the councillors, local associations, teachers and others who have assisted the Association in its work during the year 1955-56.

Respectfully submitted,

ERIC C. ANSLEY

The average salary for Alberta teachers during 1954-1955 was \$3,330.26.

The highest salary paid (superintendent) was \$8,630.00.

The average salary paid to teachers in divisions was \$3,188.13.

The average salary paid to teachers in cities and towns was \$3,679.17.

The average per pupil expenditure in education during 1954-1955 was \$229.13.

How Can Parents Help?

CHARLES B. HUELSMAN, JR.

TEACHERS of reading are under fire today. Recently, books have echoed the complaint that children are not being taught to read; newspapers have taken up the hue and cry; people unacquainted with problems of education have become oracles.

I should like to calm the troubled waters somewhat by discussing the kind of program that the majority of teachers follow today in teaching reading, and then I should like to propose several ways by which parents may help their children gain in reading and living skills.

Teachers use four different approaches in teaching children to read. These operate together rather than independently, and any teacher or system omitting one or more of these basic approaches is failing to use the total technique strength that is available for teaching children to read. Parents who want to help their children with reading must, of course, have an understanding of these techniques.

The basic reader approach

Basic readers are graded textbooks in reading. They begin at the most elementary level (pre-primers) and increase in difficulty year by year. In constructing a series of readers, authors, teachers, and publishers coordinate their efforts to produce a good tool. They define the complex of skills called reading; they organize these skills so that the child comes in contact with all of the skills in a natural way; and they provide suitable reviews so that the child has repeated practice in performing the skill. This helps the child retain and consolidate what he learns.

A basic series of reading texts is or-

ganized with meticulous care, giving maximum consideration to what research has discovered about the processes involved in learning to read. Generally, a group of persons trained in the knowledge and technique of teaching reading, cooperate to design, write, try out, and publish basic readers.

Today, such readers constitute an eclectic approach to the problem of teaching children to read. Educators and publishers recognize that all children do not learn in the same way. Instead of presenting reading exclusively as phonic or as visual learning, the two methods are combined. This gives every child a maximum opportunity to learn to read.

Auditory and visual methods of learning to read are, at the same time, ways of learning and sets of skills. In visual methods the teacher helps the child to see the characteristic demarcations of words and in this fashion remember words as units. The outline of the word (made up of short letters, tall letters, and letters that extend below the line), the length of the word, and the appearance of the inside of the word are useful in enabling the child to recognize a word.

Phonic methods emphasize the retention of the sounds that the letters signal. The child is taught to recall the sounds of the letters and to put them together into words. Fortunately, most words are regular phonetically; however, there are a sufficient number of irregular words in English to make it very confusing if a child is taught exclusively by a phonic method.

One of the arguments presented to the public today is that the teacher of reading does not teach phonics. On this point I must argue that the critics are misin-

formed. Today's teacher organizes phonic learnings into the process of learning to read. She does not present phonics as a separate subject but rather integrates it into this series of skills as a child learns to read. For this reason, many children use phonics in their reading but are not able to verbalize the process.

In teaching children to read by means of basic readers, teachers have available a complete series of learning tasks that are organized progressively from easy to difficult. The material is presented in a variety of ways so that children have maximum opportunity to learn. Few teachers, however, use a basic textbook exclusively. Most of them are also concerned with three other approaches to the problem of teaching children to read.

The diagnostic approach

The teacher, in working with an individual child, notes his specific strengths and weaknesses and attempts to use the strengths in overcoming the weaknesses. For example, in helping a child to learn to read, the teacher is careful to note which words the child finds difficult. Added practice in recognizing these words is given to the child. For example, in noting that a child is having difficulty with an 'ly' suffix or an 'ed' ending, or with the base word **cry**, or with the difference between **them** and **then**, the teacher is using a diagnostic approach and she will spend additional time on these specific problems with these specific children. Many teachers skip parts of the basic texts with certain children because, by diagnosis, they have discovered that those children do not need that particular part of the instruction. Similarly, the teacher selects other activities that are suggested in the textbooks but she does not ask every child to do all of them. Such is the method of the diagnostic approach.

This method may become increasingly difficult for teachers as the size of the class increases beyond 25 if there are

many children who need diagnostic instruction; classes of 60 or 70 make this kind of teaching impossible. Whenever teachers are plagued with classes of this size, the number of children who must be classified as disabled readers increases.

The content or subject matter approach

It seems reasonable that a child who is reading in science or in social studies or who is searching for information in an almanac or an encyclopedia is also acquiring skill in reading. The modern teacher takes advantage of opportunities such as these. She helps children to recognize their purposes in reading, to learn how to search for information, to acquire an understanding of the various tools of learning, to note the way ideas are organized and to use this organization to remember relevant information. All of these skills are taught initially in the basic readers and have been considered in diagnosing children's abilities and inabilities. By explaining and pointing out again as the child searches for specific content, the teacher finds potential opportunities to reinforce learning and to extend the child's skills.

In learning to read better while he studies, the child grows in reading ability. He is something like a young man learning to drive a car—who learns about the car and the task of driving it from books and observation and then actually drives it. He has not learned to drive until he has driven. Similarly, a child may learn much about reading but he cannot be truly proficient until he reads to learn.

The recreational approach

The purposes of reading for recreation are quite different from those of reading for content, and the skills required are different. For example, in reading for fun, the child wishes to follow the thread of the story, to identify himself with the characters, to understand generalities and feelings rather than to gain specific information. Chil-

Children usually read faster when they read for entertainment than they do when they study.

Up to this point, we have attempted to emphasize the breadth of the task of helping children to read. Reading is a complexity of skills. Teachers of reading need a broad understanding of the nature of the reading process and the nature of the child who is learning to read. In order to help the child who is learning to read, the teacher uses a series of learning activities organized in a basic reader, diagnoses the difficulties in learning faced by the child, and fosters learning through study-type reading and through reading for fun.

Eight points for parents

Keeping these teaching methods in mind, let us discuss how parents (if they are not to teach phonics!) may help their children in school. I shall propose eight ways that will help toward this goal.

Cooperating with teachers

It is better for the child if the parents and the teacher agree on what to do to help him. We are all acquainted with the child who plays father against mother so that he can achieve his own goal. Many children play teacher against parents in order to do the same thing. When the teacher and parent meet and decide on a cooperative program for the child, the situation becomes much smoother and much better for all concerned. If parents and teachers become acquainted with one another, if they agree to agree—to discuss and to decide upon mutual action, the way is open for all to act in the best interest of the child. Were this to happen overnight, the teacher would be convinced that the millennium had arrived and I'm sure the parents would too. The children would feel more secure in the learning situation and would be better oriented, psychologically, toward learning. Agreement between teachers and parents is the first way to help the child in school.

Promoting children's verbal experiences

Parents can help by promoting children's verbal experiences. This means going places with children and talking about the experiences, what was seen, heard, and felt on these occasions. Even more, it means giving children the opportunity to talk about what happened. Teachers realize the value that is attached to such discussions, and it is the good teacher who listens more than she talks. Even under optimum circumstances the teacher cannot give each child sufficient time to talk. Thus, the home is the only place where the child has adequate opportunity to learn through verbalizing. When adults listen to children's experiences, the child's language ability grows. Children with adequate language background find it easier to learn to read. A second suggestion, then, is that parents spend time with their children—taking trips, having experiences, and talking about them.

Helping children bear responsibilities

As parents, we must help children learn to bear responsibilities. I know of a nine-year-old boy who was having difficulty learning to read. His mother insisted upon dressing him and walking with him to and from school. This boy did not feel responsible for any ordinary, everyday activities and he felt no responsibility for learning to read. He didn't learn to read until his mother learned how to permit him to carry his own responsibilities. This sort of dilemma is not restricted to nine-year-olds. We even see the effects of inability to carry responsibility on the part of college students. Naturally, we must not

(Continued on Page 61)

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Don't confuse freedom with licence

Do We Educate for Democracy?

FRANK BAER

ONE of the greatest obstacles to lucid thought is our habit of using big words and phrases without attempting to think what precisely they denote. Those of us who write or talk about education are not necessarily free from this fault. And one of our favourite phrases, one bandied about with gay abandon, is the catch phrase, "Education for Democracy". Now this phrase is difficult to define but we can at least endeavour to elucidate some of the vital questions which arise when we come to consider the relations between our faith in democracy and our educational aims and methods.

What does democracy mean?

There is an initial difficulty inherent in the very word "democracy". To some, this word may mean the abolition of prizes, "free discipline" and so forth, while others may stretch the word to a complete absence of all restraint and inhibitions. For most of us, democracy is more than a description of a particular form of government. If, therefore, we want to ascertain anything useful about the relationship between educational and democratic beliefs, we must do our best to unravel some of the skeins of thought which go to make up the connotation of the word "democracy".

The importance of the individual

To most of us, the supreme value of individual liberty forms a very important aspect of the term. The great revolutions of the eighteenth century from which we derived so many of our democratic thoughts and ideals were based on the right of the individual to free-

dom. This thought took a long time to find its way into education. Some two hundred years ago, John Wesley still taught that we must break the will of a child unless we wish to damn him. To-day, we consider the child an individual and try to help him to develop freely. And we look upon our schools as better than were those even fifty years ago when authoritarianism pervaded both classroom and politics. We are willing to reason with our pupils and to regard each child as a person and not just as a number in a class. Fear has been replaced by respect and force by persuasion. And that is good. But how far should this freedom go?

Freedom or licence?

In some of our modern schools children are allowed to choose what they want to learn. They are furthermore free to formulate their own rules and to say whether they shall obey them or not. Is so much freedom necessary to produce citizens of a democracy? Do we have to adopt such methods because we believe in freedom?

Freedom within framework

When the declaration of human rights speaks of the "full development of the personality" it is using the phrase rather loosely. The statement needs modification in that we desire the development of the **best sides** of a personality only; we certainly do not aim at developing the many undesirable elements which are part of every personality. If we then agree to this modification, it follows that this standard necessitates some form of control or guidance. The teacher or

parent can no longer remain neutral because he has now an end in view towards which he wishes to develop his charges. He cannot be satisfied to leave them alone to make too many judgments and too many decisions entirely by themselves. For these reasons some well-known educationists view somewhat skeptically the experiments of some schools in what they call "democratic self-government". Prima facie, it looks like splendid training in citizenship when children have councils and elections, make their own rules and enforce their own discipline. Some of these schemes are probably of value because they provide training in freedom, but the frontiers within which this freedom is to operate should be clearly drawn. In very few schools, for instance, would the school council be allowed to vote for the abolition of corporal punishment and in still fewer for abandoning mathematics or Latin. Therein, then, lies a very real curtailment of the freedom of the pupil, and when he comes up against this barrier he is likely to infer that democracy is all talk and merely conveys a mirage of freedom.

Indoctrination needed

Another and much greater danger besets the teacher who wishes his teaching to reflect democratic principles. Many a teacher is so anxious to leave his charges free to think for themselves that he is in danger of confusing tolerance with indifference. If that happens, the pupils may gain the impression that every question is an open question. Where this attitude prevails, the teacher cannot exercise any influence on the standards of judgment of his pupils but they will be left to struggle in a thick fog of effete neutrality. An education for democracy must steer clear of 'yes-manship', which is the chief aim of authoritarianism and of radical revolt against authority which deprives the individual of all standards. I, therefore, hold that we need not be afraid of indoctrination and that even in the freest

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form of education there must be some sort of indoctrination.

In practice we may welcome the freedom which today pervades most schools and some may even wish to extend it further. Still we must recognize that this freedom must ultimately be limited by authority. The question before us is: Where, in a democratic society, can we find this authority? Is it vested in the opinion of our fellowmen?

The duty of the individual to his community is accepted by all societies, be they democratic or not. Still, it tends to be stronger in a society that has thrown over the idea of personal authority of an individual. It may be especially strong, moreover, where other standards of behaviour, particularly those based on religious belief, have declined. In such a society the individual tends to find the standards which he needs for running his life by identifying himself with the mass of his fellowmen.

Mass opinion replaces authoritarianism

This emphasis on mass opinion is a very important feature in contemporary thought and practice. In its familiar forms we see it operate in the virtues of team-spirit, in loyalty to the school, to the town, or to the province. And there is, indeed, much that is admirable and necessary in this kind of doctrine. That is why every teacher, with whatever kind of school he is concerned, is anxious to make it a genuine community with a sense of unity and obligation and loyalty, for one of the greatest dangers of democracy is an extreme and irresponsible individualism which is an unsound basis of education. It is absolutely right that the necessity for service, for cooperation, for the performance of duties as

well as the claiming of rights, should be constantly in the minds of all teachers, and that they should spare no efforts in passing these ideas on to their pupils. Yet, we must beware of the very real danger that, by obliterating the authoritarian teacher in our desire for liberty, we may put in his place an even more oppressive tyranny, viz., group tyranny. Just as in larger communities, majorities may be and often are tyrannical, and just as the 'good of the community' could be used there—and, indeed has been used frequently—as an excuse for persecutions and cruelties, so can it be in the schools. In a laudable desire to ensure that the schools are communities, we may permit the exertion of social pressure—always very strong in the young—to become too relentless and too extensive. This is a danger which is very real in some of the schemes of democratic self-government in some schools, where an assembly of pupils not only makes rules of conduct but sits in judgment on their fellows who have contravened them.

Individualism thwarted

This may on the surface look like a triumph for democracy, but in practice it is not infrequently a triumph for harshness and lack of that understanding which comes with maturity. If respect for the individual is the main theme of the democratic ideal, then, for the individual to be crushed by mass opinion is as painful as to be bludgeoned into submission by the rubber truncheons of a dictator's police force. In dealing with pupils it is of the greatest importance to bear this in mind. Individuality, especially in adolescence, is very tender and is penetrating with much labour and trouble through a tough cement pavement of custom and convention; it walks uneasily beside gregariousness which can be both cruel and intolerant. In one and the same pupil there is a desire to be a person in his own right and a yearning to be accepted by the group or gang.

The great test of an education, insofar

as it claims to be democratic, is how successful it is with the unusual and 'difficult' child. And by successful I do not mean the flattening or crushing of individuality so that at the end the pupil is an acceptable member of the school community, but rather that we should enable him to come to some terms with his environment while still retaining his individuality, so that we could say, "This boy is still rather extraordinary, and this is good, for there is after all the possibility that one day his extraordinariness may lead him to write a good book, or paint a picture, or to create an equation which will remind ordinary people like you and me that the aim of society is not just life, but the good life, the summum bonum." If the greatest contribution of an individual is his own uniqueness, it may well be that it is the duty of a teacher to protect some pupils from group pressure. The bare fact is that, if our democratic faith means anything, it means that we must tolerate those who hold opinions contrary to customary views in literature or in religion, as well as in politics.

The non-conformist goad

Actually, our modern world, with its swift communications, its radio and television, has seen an immense strengthening of those forces which lead men to conform, and such devices may ultimately be more dangerous to the heretic than the hemlock or persecution or torture. And yet, the existence of heretics is a necessity for the good society. The quintessence of moral and political progress is that the ordinary standards of the community should be constantly scrutinized by a minority distinguished by greater insight and more active consciences than are possessed by the majority of men. Socrates compared himself to a gadbee because he would not let men's minds sleep in peace, and it is as gadbees of this kind that we must welcome those who refuse to conform. Education should not swat them. We can-

(Continued on Page 44)

You should read this—

The Truth About Teachers

LOOK Magazine of February 21 carried a 16-page picture story of the American teacher. The job dwarfed any previous attempt to tell the truth about the teacher crisis.

To pin-point the thoroughness of the job, note that the 35 pictures used were selected from more than 2,500 photos taken by *Look* photographer Charlotte Brooks.

Reporter George B. Leonard toured a good-sized chunk of the USA, talked with scores of school people, and spent two weeks as a 'pupil' in the classrooms of Carolyn Wilson, Grade II teacher at Decatur, Illinois.

Reporter Leonard collected more information on teachers from *Look* sur-

veys and from the White House Conference.

Leonard's article is titled "What is a Teacher". It explores the teacher shortage, Rudolf Flesch, the 'good old days', *Blackboard Jungle*, and teacher aides. He thinks better teachers and more community recognition will improve teacher retention. Leonard discounts teacher aides as an emergency measure and takes a jaundiced view of overcrowded classrooms.

Look editors supplement Leonard's article with "A Magna Carta For Teachers". This we reprint with special permission below.

Read this, for it will refresh you like a breath of spring.

A Magna Carta for Teachers

To govern himself, man must decide; to decide, he must understand; to understand modern civilization, he must learn. We therefore entrust to our teachers the minds and hearts of our children; and, through them, our nation's survival. But survival alone is not enough. We hold the pursuit of happiness to be a natural right. In today's world, the fruits of happiness are not within reach of the ignorant. We therefore believe that no profession is more essential to our life or more deserving of respect than that of teaching. We further believe that teachers in our public schools are due the following rights and privileges:

The teacher is a professional

- He is entitled to have an education which prepares him in the best-known techniques of teaching. At the same time, he must himself be educated.
- He deserves a school principal who is a professional leader, not a mere boss.
- He should have professional aid, when needed, from educational specialists.

The teacher is an honoured citizen

- He should immediately be relieved of insulting loyalty oaths which do not apply to other public employees.
- He should not be subjected to unwritten blue laws which do not apply to other members of the community.
- He should never be coerced into onerous tasks outside of the classroom.

The teacher should have parents' active cooperation

- He must not be asked to shoulder full responsibility for the child's behaviour; the primary responsibility remains always with the parent.
- He cannot be expected to inspire and teach a child unless the child's home atmosphere is friendly to the school.
- Classroom problems in learning and behaviour should be given immediate attention by the parent.

The teacher should have good working conditions and reward for his services

- He should have reasonable rest periods during the day, including a noontime break for lunch.
- A teachers' room should be set aside in every school. Classrooms should be well heated, lighted and ventilated, and provided with proper furniture and equipment.
- The teacher is due a good insurance and retirement plan; and (after a probationary period) a firm job guarantee. States should voluntarily work out agreements so that teachers' certificates can cross state lines.
- Leaves of absence for travel, further training, maternity, and illness should be freely granted.
- The teacher should be paid enough so that he and his family may live in comfort and dignity.

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Veteran teachers honoured—

Schools Bear Their Names

A few months ago, the Board of Trustees of the Fairview School Division named the elementary school in Fairview, the E. E. Oliver School. More recently, the neighbouring Peace River School Division named the new school at Berwyn, the Lloyd Garrison High School.

It is not news when a school is named in honour of an educator, but it is news when schools are named after teachers who are still teaching and in the schools which now bear their names. E. E. Oliver will celebrate his golden jubilee as a teacher with the end of this school year, and Lloyd Garrison has been principal at Berwyn since 1932.

The Peace River has spawned tall tales

and epics that excite the imagination. In a land that is studded with the stories of pioneers and legends like "Twelve-Foot Davis", there is added now the story of two pioneer teachers who journeyed down north to fringe-area schools and stayed on to give a life of educational service to their chosen communities.

E. E. Oliver was born in Ontario and began his teaching career there in 1907. He moved to Alberta in 1910 and taught in rural schools in East Clover Bar, Medicine Hat, and Bruderheim before moving to the Peace River area in 1918. There he taught at New Norway, Varena, Wood Glen, and Hinterland before going to Fairview in 1934. Mr.



E. F. Oliver (left) and Lloyd Garrison have the unique experience of teaching in schools named in their honour. Photo by Fairview Studios.

Oliver has taught continuously in Fairview since that time, and has been principal of the elementary school.

Lloyd Garrison was born in Illinois, USA, and came to the Westlock district in 1903. He graduated from the University of Alberta in 1932 and was appointed

principal of Berwyn School in September of that year. This year, he began his twenty-third consecutive year as principal of Berwyn School and in that time has seen it grow from a one-room high school to the new five-room Lloyd Garrison High School.

Du Pont Scholarships

This scholarship program is designed to help attract competent science students into the teaching profession and to encourage science teachers in secondary schools to improve their competency.

Du Pont of Canada offers 15 grants of \$1,700 each to the department or faculty of teacher training in selected Canadian universities and colleges, to be used at the option of those institutions in one of three ways—

the department or faculty may award a \$1,500 scholarship to a graduate or undergraduate in an honours course in science or in a course in which science has been a major subject and

who agrees to enroll for the following academic year for training as a secondary school science teacher; \$200 is awarded to the department or faculty for administration costs; the scholarship is increased by \$600 if the student is a married man;

the department or faculty may award three summer scholarships of \$500 each to secondary school teachers for additional training in science; a total of \$200 is awarded to the department or faculty for administration costs; it is recognized that the department or faculty administering the grants may not now conduct summer courses in

science—accordingly, it is intended that the recipients of this grant should be free to select any university or college conducting appropriate summer science programs;

✓the department or faculty may award a \$1,500 scholarship to a science specialist already teaching in secondary school and whose ability to teach science would be improved by a year's postgraduate work in this field; \$200 is awarded to the department or faculty for administration costs; the scholarship is increased by \$600 if the teacher is a married man.

These scholarships are tenable, for

the summer of 1956 and the academic year 1956-1957, through the following institutions: Dalhousie University, Halifax; University of New Brunswick, Fredericton; Université Laval, Québec; McGill University, Montreal; Université de Montréal, Montréal; University of Toronto, Toronto; University of Manitoba, Winnipeg; University of Saskatchewan, Saskatoon; University of Alberta, Edmonton; University of British Columbia, Vancouver.

Detailed information and application forms are available from the head of the department or faculty of teacher training of any of the above universities.

Alberta Hotel Association Scholarships

The Alberta Hotel Association has announced that 53 major awards will be offered to high school graduates. Scholarships totalling \$3,000 will be donated to the Banff School of Fine Arts Summer Session; \$2,000 to the food training plan at the Calgary Institute of Technology and Art; \$1,000 to the Alcoholism Foundation of Alberta; and \$5,000 has been put into a special fund to assist pupils attending public and separate schools. Approximately \$30,000 will be spent by Alberta hotelmen to further education in the province this year.

Since the project of awarding scholarships was adopted by the Association in 1952, 199 students have been started on their way to higher education at the University of Alberta, 40 students have attended the Banff School of Fine Arts on AHA scholarships, and 39 public and separate school pupils in Grades X, XI, and XII have been financially assisted in their studies. In all, a total of \$131,300 has been spent by Alberta hotelmen to assist 275 students in various phases of study.

Members of the scholarship selection

committee are considering a proposal of a four-week course in hotel administration at the Banff School of Fine Arts. It is intended that such a course will provide a basis of fully-trained personnel for Alberta hotels to increase further their service to the general public and community.

Scholarships offered by the AHA are available to students residing in Alberta only and are designed to cover fees and expenses during a specified term of study.

Five major scholarships tenable at the University of Alberta are awarded in Edmonton; five in Calgary; three in the Peace River area; 20 in the northern zone; ten in the central zone; and ten in the southern zone. The bases of all selections are academic standing and financial need of applicants who have reached matriculation standing.

Students residing in either Edmonton or Calgary attending the university in either of these centres will receive awards of \$250, while rural students attending the University of Alberta in Edmonton, or the branch of the university in Calgary, will each receive awards

valued at \$500. Awards of \$500 each will be granted to Calgary students who cannot obtain their chosen course in Calgary and are obliged to attend the university in Edmonton.

Members of the AHA scholarship selection committee are: Chief Justice C. C. McLaurin, of Calgary; Rt. Rev. George Calvert, Bishop of Calgary; Rev. P. O'Byrne, of Claresholm; Dean R. M. Hardy, University of Alberta; Mrs. D. A. Hansen, president, The Alberta Federation of Home and School Associations Incorporated; D. R. Cameron, registrar, Department of Education; B. P. Knowles, Fort Saskatchewan, Alberta Weekly Newspapers Association; Senator Donald Cameron, director, Banff School of Fine Arts; A. G. Swinarton, president, and Fred Thomson, executive secretary, Alberta Hotel Association.

Descriptive literature and application forms will be mailed to all Grade XII graduates within the next three or four weeks. School inspectors, teachers, and student councils are being advised of the scholarships, and hotelmen throughout the province will have information available for distribution to interested students.

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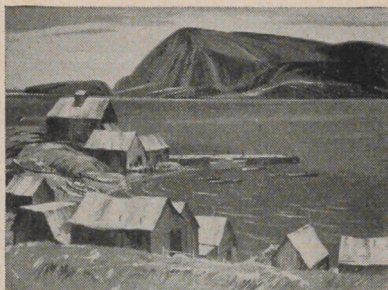
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Workbooks—Tool or Crutch?

It all depends, says—

RICHARD MADDEN

"Why are teachers so eager for workbooks? I have to fight against their use all the time." These words of a school administrator point up a controversy of concern to educators throughout the country today. Why do so many elementary school teachers demand workbooks, and why do so many administrators and supervisors reject the requests?

What are the arguments for and against workbooks? Are these arguments more valid in some situations than in others? How may an elementary school teacher use workbooks in the most profitable manner? A simple resolution of the controversy is not likely to emerge immediately.

No

Opponents of the workbook list these objections.

- The teacher comes to rely upon the workbook and ceases to do developmental teaching.

- The workbook often becomes the textbook in fact, even though it may not be so designed.

- School becomes monotonous and uninspiring. Pupils do the exercises with very little reflective thinking. Independence is lost.

- All pupils do the same things, regardless of individual needs.

- Workbook activity is piecemeal and seldom reaches the high level of creative thinking.

- Workbook children are weak in writing complete sentences and are often poor in written expression in general.

- In a market flooded with workbooks, teachers find it difficult to select wisely.

- Teachers and school programs lack time for workbook activities to be tailored to pupils' needs.

Yes

Advocates of the workbook deny that the aforesaid evils need result, or that their occurrence is unique to the usage of workbooks. They list these reflections upon the use of workbooks.

- Workbooks are but tools; misuse need not occur. Teachers who cannot use workbooks properly usually do other things no better.

- Workbook exercises are usually prepared by writers much more skilled than the teacher who duplicates his own materials.

- The time needed to write and duplicate materials is prohibitive.

- In early school years, when pupils are beginning to write, their versatility is so limited that workbook activities help greatly. Various pencil-and-paper activities are needed to aid in the transition from concrete experiences to abstractions.

- A workbook accompanying a textbook complements the learning and adds variety. Pages may be used to give pupils an idea of pupil achievement.

- Instruction in overcrowded classes is not going to be completely efficient; no instructional material will be completely adapted to individual needs.

- Readily available materials aid class control.

- Inappropriate drill leads to distaste and eventually to dislike for a subject. Copying problems is a waste of students' time.

● Workbooks contain good diagnostic tests. They also provide concrete evidence of an individual's performance and needs.

● Good work habits are established.

● Workbooks encourage independence by setting a task, a plan, and a time to do the task.

Which is right?

Although the arguments for and against workbooks are confusing, an examination of the issues may aid one's judgment regarding the use of workbooks in specific situations.

Four principles of learning should be kept in mind as one makes choices as to what pupils should or should not be doing—

✓ Basic to all learning is personal mental activity on the part of the learner.

✓ Activity operates best when it is purposeful for the learner.

✓ Learning is best when the understanding of the learner is high.

✓ The teacher's primary task is to provide experiences that continuously evolve understandings at each pupil's level of development.

With these principles in mind, let us examine questions that one should answer as he decides for or against workbooks, or as he may choose a specific workbook or type of workbook.

Rule of the workbook

Some pupils might be reading in the rich heritage of children's literature. Some might be engaged in a construction activity in order to have a wholesome experience in planning, in cooperation, in reading for information, and in the development of manual skills. Some might be doing an experiment in science. Others might be expressing ideas in writing or in art media.

Skillful and creative teachers may duplicate arithmetic exercises that are especially needed or reading exercises about pupils' activities. Countless teachers in our classrooms prove that good teaching can be done without workbooks.

Another teacher who is equally creative in his teaching may be doing these same things, but, with judicious use of a workbook, may be conserving some time. Excellent as he is, he may feel a special need for the support of a well-organized aid in arithmetic or he may not yet have mastered the finer points of word analysis.

The third teacher, representing a type considerably more numerous than the first two, is less creative or has had less experience working with children. Possibly he does not understand well the sequences of learning in arithmetic or the broader objectives of teaching reading. This teacher's control in a free activity period may result in pupil experiences which are not productive of good learning. Workbooks may bring orderliness to certain areas of instruction and save time.

One infers from the principles of learning stated above that personally organized activity, with adult help, is most productive of growth in learning. But there are enabling knowledges and skills which need to keep pace with a pupil's growth in thinking and in the expression of his thoughts. The role of the workbook must lie primarily not in the mainstream of mental growth but in the coves where the pupil develops these enabling abilities.

Activity must be related

Some teachers will maintain that any device which will bring stability into a classroom of 35 pupils is worthwhile. Values must be judged relatively. In the growth of a pupil's higher mental processes, certain knowledges and skills must be pinned down. Once achieved, these are better maintained in lifelike activities than through the practice exercise.

Workbooks least likely to be 'busy work' are those designed to supplement the textbook used in the class. Their activity has meaning in reference to another portion of the work of the day. If well-developed, they provide a variety

of goals and of objectives. They are usually quite superior to a teacher's hurriedly duplicated efforts. Pupils accept them more naturally than they accept unrelated exercises.

Workbook or textbook?

One must first ask whether the consumable text is sufficiently complete in itself, or is merely supplementary.

Is it an exercise book or is it one that develops understanding?

Spelling books are the most widely used self-contained consumable textbooks. In many ways they are similar to non-consumable spelling texts. They contain the same word lists, similar suggestions for developing insights into word structure, and a similar program for teaching the spelling of sounds and the use of the dictionary. Differences may appear, however, as one answers these questions.

- Does one stimulate pupil writing more than the other?
- All things considered, which is cheaper?
- Will pupils keep useful notebooks with both?
- How motivating is the pride of ownership of a consumable?
- How helpful is the consumable's provision for identifying one's own misspelled words for systematic review?
- Will the teacher permit blank-filling to supplant word study, or will he use the exercises to promote related abilities and insights?
- Is the clothbound text more likely to become merely a word list?

Use not abuse

The abuse of workbooks has led some educators to conclude that workbooks should not be used at all. Others meet the issue by limiting the number that may be used. But some teachers do use them, and education will be advanced if they learn to make wiser use of them.

These guidelines are offered to teachers who are using workbooks.

✓What kind of workbook will meet your

Dr. Madden is chairman of graduate studies, San Diego State College. This article is reprinted from the February NEA Journal.

pupils' needs? Do you want a workbook that continues the learning of the text? Do you want a practice or drill book that ignores understanding? Do you want a self-contained consumable text?

- ✓Do the pupils of your class need workbooks of different levels of difficulty or development?
- ✓Are pupils aimlessly filling in blanks, or have you taught or retaught the learnings involved, so that practice always follows understanding?
- ✓Do you analyze pupils' work and re-teach where necessary?
- ✓Do you use the diagnostic provisions of a workbook, or determine by your own analysis which portions are profitable to a pupil and which he should omit?
- ✓Are you continuing to search for alternative procedures of greater value? Pupils need to develop initiative in their own learning activities. Do you provide a library corner, interest tables, and opportunities for reference work and the writing of reports?
- ✓Do you avoid having pupils spend too much of their time with workbooks? Use of several workbooks is likely to interfere with pupils' growth in organizing their own expression.

The workbook is a tool in education which may be used well or may be used badly. A highly competent teacher may have greater need of it with a class of 40 than with a class of 25. An inexperienced teacher may have more need for its use than he will have after he gains experience. A teacher well-prepared in most curriculum areas may profit by use of a workbook in his weaker areas, but he must prevent it from becoming a crutch.

Back in the good old times—

Teacher Training Memories

CYRIL JONES

FIFTY years ago today I was foolish enough to sign indentures that bound me to become a pupil-teacher. Now looking back is an admission of old age, and to that I plead guilty. Yet 40 years of actual teaching in various countries, and other occupations less creditable but more remunerative, have made up a life I do not regret, so I offer some memories of that training for comparison with those of today.

I attended a cold, bare, sandstone school in Shropshire, England, and having attained the school leaving age of 14 was allowed to continue another year on condition that I became a teacher. The school consisted of a long room with a classroom attached, each having an open firegate which was supposed to provide warmth. It housed around 100 scholars and was for those days well staffed. The headmaster who, incidentally, earned £62 (\$250) a year, taught the big room with the help of two pupil-teachers, while his wife looked after the infants in the classroom. This was the usual setup for small schools at that time.

The district was ruled by a Star Chamber-like group, consisting of the squire, omnipotent and remote, his wife who simply repeated his decrees, the parson who toadied to the squire because his living depended on doing so, and the parson's wife who collected the gossip and scandal and carried it to the hall. His Majesty's inspector was, of course, simply deity.

Articles of indenture

In due course, I was hauled before this conclave and, after presenting medical and educational certificates, was instructed to sign a crackly parchment

affair which I discovered later bound me to serve four years as a pupil-teacher, under threats of dire destruction if I failed educationally, morally, or physically to complete them. I was to become entitled to three shillings a week for the first year, five for the second, and in my final year to the magnificent sum of ten shillings.

I am a pupil-teacher

There were 80 children in our room, in three groups, and while the headmaster taught one group it was our job to take charge of the others. At first, most of the teaching was done by the master while we kept order and marked work. The children were set work and if they failed to do it they got the stick—well and good. This was expected, and, while perhaps a poor form of motivation, was certainly an effective one. Each day we had to give prepared lessons. These entailed much preparation, with notes based on the five formal steps as set out in the Herbartian psychology. How the head ever found time to check on all the activities at once I cannot now imagine, but he seemed to be all over the room, stick in hand, advising here, rapping knuckles there, taking over each group for a few minutes, and showing us how to deal with difficult situations. I do not think a modern teacher could have equalled his efficiency, speed, and versatility.

The Spartan routine

The whole of our school time was occupied with the class, and all preparation and study had to be done in our own time. From 8 to 9 a.m. we were instructed by the master, usually in mathemat-

ics. We shivered the whole hour. Our success as teachers was, I think, dependent on our success as disciplinarians and that rested chiefly on surreptitious digs and pokes and pinches, backed by the fear of our revenge during playtime. I still sometimes wonder at the success it achieved.

Some survived

Each year we had to pass an examination approximating to the present senior high school grades in standard but very different in type. Answers were written, long, and complete. A knowledge of facts rather than a mental ability was necessary and failure to pass meant doing that year again. Textbooks were few and included such as: *Pendlebury's Arithmetic*, *Todhunter's Algebra*, *Hall and Stevens' Euclid*. If one really knew the textbooks, a pass was pretty certain. In geography it was necessary to be able to draw maps of any country and insert chief towns and rivers, while the chief requirement in history was to know all dates and learn the facts stated in the text. In English, the essentials were to write a long and good composition and to parse and analyze a set of sentences. The most important part of the examination was to read and speak clearly and fluently and, above all, to be able to teach a class. These abilities were tested by the inspector on his yearly visit. About 50 percent of the pupil-teachers dropped out before completing their apprenticeship, usually due to failure to control a class or some outside misdeemeanour such as failing to attend church regularly.

A tender interlude

During my first two years, my companion pupil-teacher had been a girl named Ruth. (She went down with the Rhohilla in the first war.) Ruth was a very clever girl and an excellent teacher, but, alas, she was attractive. Early in the third year, we were unlucky enough to be caught kissing in the classroom after school. Great was the uproar! The Star Chamber met and breathed fire and

damnation upon us. Ruth was dismissed and I was to lose three months' pay. I suppose men teachers were needed, though I suspect my reprieve was due to the fact that I knew certain of the managers had also enjoyed her favours. I did not blame them.

Simply deity

Inspector's visit was a nightmare to everyone. He was indeed almighty. Invariably an ex-politician or a retired army officer, he brought fear and trembling to teachers and children, for his word could destroy us all. On his arrival in a horse-drawn carriage, everyone jumped to attention. Boys saluted and girls did a sort of 'bob-down' curtsy. (If he had visited the squire before coming in, he was usually flushed, unsteady, and amiable.) All children were examined in reading, writing, and arithmetic. A patriotic song was sung—to a wheezy harmonium—and at last he was bowed out with a sigh of relief. As soon as he was safely out of sight we were sent home for the day.

To the training college

Time grinds out the longest sentence and eventually the end of my fourth year arrived with its final examination. With the sword of Damocles dangling over me I succeeded and was classed as an uncertificated teacher. I had passed sufficiently well to be admitted to a teachers' training college.

Saltley Training College was at that time a sombre, prison-like building, flanked by engineering works and shrouded in smoke and fumes from the nearby gasworks. Here I spent two years studying for my final teacher's certificate. The four dormitories were long and narrow with barred and loophole windows. Each accommodated 25 students. The lighting was by open fishtail gas burners which cast little more than a glimmer. No accommodation for study was available other than the lecture rooms. Work began at 6 a.m. with private study until breakfast. This period, while supposedly optional, was not real-

ly so, as a roll call went to the principal each morning. The forenoon was all lectures, afternoon usually free, and study again in the evening till 9. 'Lights out' was at 10:30 p.m. No one was allowed out of the college without signing the doorkeeper's book, and in no case without wearing the green and gold college blazer and cap. It was a drab existence but we obtained some relief by sneaking down to the dark and catacomb-like cellars where we could sing and smoke. With all its dismal attributes, however, it has still a fond memory for me, and whatever its failings it certainly produced first-class teachers and scholars.

For value received

The instruction we received was good though, in keeping with those days, prosaic, classical, and stuffy. Tuition was paid for by the board of education and in return we had to sign to teach for seven years. We were paroled from this sentence by the first world war. Alas, 27 of my year's 50 were killed.

Theory and practice

Each year we did two three-week periods of teaching in the Birmingham schools, particularly slum schools, and at the end of each year had to pass a week's examination in all subjects. These were stiff and equalled the corresponding university examinations. I suppose our lecturers dosed us with the same pious platitudes and impracticable tenets as of today, but we believed a lot of it at that time, and so we emerged from the training as fully trained teachers. Of course, our certificate had to be endorsed after a year's satisfactory service. Like all newly qualified teachers, I thought I really knew. Now, after over 40 years with a class, I'm not so sure.

Cyril Jones teaches in Golden Grain School near Morrin, Alberta. Although past retirement age, he is still teaching.

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Teacher Exchange

THE Canadian Education Association, with the cooperation of the provincial departments of education, promotes teacher exchange as a means of enabling teachers to improve their professional knowledge and competence, and as a contribution to the promotion of national and international understanding. Exchange is a most effective method of broadening teachers' interests and increasing their knowledge of various educational methods.

Eligibility

An applicant must be at least 25 years of age and must have had at least 5 years of successful teaching experience. The upper age limit is 45 years but consideration may be given to an applicant over that age who is specially recommended by his inspector or superintendent.

Applications for exchange outside Canada are not accepted from communities having a population of less than 10,000, except for suburban areas and for regional or consolidated schools with a fairly large staff.

Each application for exchange must bear the signature of the secretary of the school board indicating that the board is agreeable to an exchange, that of the inspector indicating that the teacher is a suitable applicant, and that of a medical practitioner that the applicant is in good health.

Each teacher for whom an exchange is arranged is required to submit an official certificate of freedom from tuberculosis subsequent to January 1 of the year in which he goes on exchange. This certificate need not be provided until the exchange is otherwise complete.

Recommendations for exchange should be limited to competent teachers who are able to make a worthwhile contribution both while on exchange and after

their return, and who are in every way worthy representatives of the teaching profession.

School authorities make every possible effort to meet the wishes of exchange teachers with respect to grades taught and to working conditions. However, there is always the possibility that, because of circumstances unforeseen at the time the exchange is completed, it may be necessary to make some changes in the arrangements. It cannot be emphasized too strongly that teachers accepted for exchange are expected to be able to adapt themselves cheerfully to conditions as they find them.

Teachers should be sufficiently experienced, competent, or confident to undertake larger classes or somewhat higher or lower grades than in their home school to facilitate exchange to the province or general area they desire to visit, with the exception of kindergarten or Grade I teachers.

Financial arrangements

Each exchange teacher is paid by his own board during the year of exchange and the usual deductions are made for superannuation contributions and income tax.

Because of lower salary scales in the United Kingdom where a much lower cost of living prevails, and because of the loss on exchange when the UK teacher's salary is converted to Canadian dollars (a situation which greatly benefits the Canadian teacher while abroad), it has become necessary to assist the UK exchangee financially while in Canada. Canadian teachers going on exchange to the UK are therefore asked to make available the sum of \$250 to the UK exchangee. The procedure will require the Canadian teacher (a) to indicate on his application that he is willing to make such a payment, and (b) after

the exchange is completed, to forward a cheque for \$250 to the CEA for subsequent payment to the UK exchange.

It is necessary for the teacher to make his own travelling arrangements. In recognition of the value of teacher exchange as a force for Canadian unity, Imperial Oil Limited has donated \$5,000 each year to help defray travelling expenses of educational personnel going to exchange positions in other provinces of Canada. The Canadian Education Association uses this money to provide approximately \$125 to exchange teachers. It is necessary, of course, that the exchange arrangement shall have been completed by the Canadian Education Association after compliance with all conditions indicated herein and in the CEA application form.

Suggestions to teachers

Teachers from a small or isolated community should not expect to exchange with teachers from a large urban centre since the latter are invariably unwilling to go to small towns.

Teachers who apply to go on exchange with another teacher from the same system should not make their application contingent on both teachers going together. Every effort will be made to arrange for two teachers to accompany each other, but the difficulties should be fully appreciated in advance. The teachers should be sufficiently interested in exchange to go alone if a dual arrangement cannot be made.

Teachers should be agreeable to exchange to a wide area rather than only to a specific city, except for a reason directly related to improvement of their professional status. Otherwise it is very difficult, since exchanges are reciprocal, to make a matching acceptable to each of the two participating teachers.

Each teacher for whom an exchange is arranged is expected to communicate with his exchange regarding courses of study and local conditions. In many cases, mutually satisfactory arrangements for living accommodations have been made. Some provision should be made to have the visiting teacher met

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Suggestions to school boards

Canadian teachers on overseas exchange and in many provinces are often given considerable opportunity to visit other schools and to travel extensively, particularly at Christmas and Easter. Since exchange teachers are usually expected to be responsible for a class throughout the year, it is difficult to arrange for visiting. However, it is the practice of many school boards to free exchange teachers for at least five or six days during the year for the purpose of visiting other schools or taking part in tours of an educational nature. It is our hope that all school boards will find it possible to follow this practice.

Applications

Applications for an exchange may be obtained from the officer in charge of teacher exchange in the province in which the applicant is teaching. He is the person responsible for the teacher exchange program in that province.

The CEA acts as the Canadian agency for arranging exchanges between the Canadian provinces, between Canada and the United Kingdom, and between Canada and the United States. The exchange authority with which the CEA deals in the United Kingdom is the League of the British Commonwealth and Empire, acting on behalf of the UK Ministry of Education, and in the United States it is the US Office of Education.

An applicant does not need to accept the exchange suggested by the CEA through the department of education; that is, the fact that the teacher has applied for an exchange does not oblige him to accept the matching offered. However, it is assumed that the teacher, having applied, will give careful and serious consideration to the matching suggested by the authorities arranging such exchanges.

Completed application forms should reach the teacher's department of education in sufficient time to be forwarded

to the CEA by February 1. Applications received after that date cannot be considered.

An exchange is not considered complete until the CEA has been notified by the department of education concerned that the exchange is acceptable to the teacher, the school board, and to the department itself.

Do We Educate For Democracy?

(Continued from Page 30)

not remind ourselves too often that the two great streams of thought that contribute most to our education—Christianity and Hellenism — flow from two great figures who were alike in that they were condemned to death and killed by their contemporaries.

A measure of conformity needed

Education for conformity and education for freedom must walk hand in hand. The emphasis will depend on the nature of our pupils. If they are young or not very intelligent, or if their moral foundations are insecure, then we must concentrate on implanting the bare essentials of conformity with what our society regards as right conduct. And with a great number of people that is as much as, and sometimes even more than, we can hope for. But the older and more intelligent the pupil, the more finely he understands the nature of his basic obligations to society, the more we can encourage him to develop his own ideas and to rely upon the conclusion of his own judgment.

Today, when we are engaged in an ideological war of a magnitude unknown to previous generations, we must indoctrinate our pupils with the fundamentals of democracy and seize every opportunity provided by our studies to make those fundamentals lucid and to juxtapose them with the intolerable ideologies of non-democratic countries and communities. Guidance along these lines is not false propaganda but emphasis on, and cultivation of, respect for the finest in our civilization.

A share of the highest talent needed—

Teaching Salaries—Then and Now

BEARDSLEY RUML

THE question facing the schools today is how to attract more of the most able men and women into the profession, how to provide them with the best possible education for the important work they are to do, and how to utilize their talents most effectively in the classroom.

According to Alvin C. Eurich, vice-president of the Fund for the Advancement of Education, this group feels a deep concern for assisting the schools in their efforts to find solutions for this most critical problem and has decided to conduct, over a period of years, a comprehensive investigation of the teaching profession.

Findings

In order to make comparisons, we have looked, not to the number of dollars received but to the material living that those dollars would buy, after taxes. The following report covers a study of teaching salaries over a period of 50 years.

On absolute deterioration—Taking the teaching profession as a whole there has been little or no absolute deterioration except at the top. As a matter of fact, all public school teachers other than those in the big city high schools have gained and the big city high school teachers have held their own. Instructors have improved their absolute position and associate and assistant professors have also come out about even.

The serious absolute losses have occurred in the compensation of educational executives at all levels and in that of university teachers of the highest professional rank. Principals of big city high schools show an average drop of 30 percent. The superintendent of schools of the City of New York would

have to receive \$50,400 as against \$32,500 in 1953 to restore his economic status of 1908, when he was paid \$10,000.

Top salaries of university presidents in 1908 ranged from \$7,000 to \$10,000. (1908 figures are the earliest reliable series available and are probably about the same as 1904 conditions.) Today's salaries would have to be from \$29,325 to \$50,400 merely to restore the 1908 economic position, to say nothing about keeping relative pace with top executives in other lines.


Salaries paid to the most eminent professors also show drastic deterioration. In 1891, the University of Chicago established a rate of \$7,000, probably the highest in the country. Today's equivalent would be \$38,300. In 1908, top professorial salaries of \$5,000 were not uncommon. Today's equivalent, merely to restore the 1908 status, would be \$19,200.

On relative deterioration—The relative deterioration of education salaries, except for elementary school teachers, is very much worse than the absolute deterioration, and it applies to groups where absolute deterioration has been negligible. For example, teachers in big city high schools now averaging \$5,526 would require an average of \$9,400 to give them comparable economic status today with 1904. Principals of high schools in large cities, now averaging \$9,156 would require \$23,800 to give them the relative economic status they had in 1904.

There are marked contrasts within the teaching profession with the greatest relative deterioration at the top. Elementary school teachers in big cities have gained 60 percent in purchasing power in 50 years, instructors in uni-

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- 5 IF YOUR COLD GETS WORSE, SEE YOUR DOCTOR**
Care and common sense will help you avoid colds . . . but if you catch a cold and it gets worse . . . especially if there is the least sign of fever . . . go to your doctor and do what he tells you to do.

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versities 38 percent. But big city high school principals have lost 30 percent and university professors 2 percent which is only an average figure and badly understates deterioration at the top.

Because the greatest deterioration is at the top where the number of individuals is relatively small, the aggregate amount of money required to correct the situation is substantially less than it would be if the requirement applied straight across the board. The amount required we have not estimated, but it is our opinion that it is not unmanageable. However, as far as individuals are concerned, the increases indicated would be very large indeed, and the correction should be made over a period of time and on a merit basis.

The deterioration at the top is so great that it affects the attractiveness of the academic career as compared to other professions and occupations. The most able young men and women eligible for graduate and professional training are not turning to education as they once did and as the nation's needs require. The graduate schools do not have students in the numbers and the quality that are desirable, and in the academic subjects, scholarships and fellowships are required to lure them in. No such subsidy is required to fill professional schools of medicine and law, and in these schools there is the necessity of selective admission so that the quality of the professions is likely to be maintained.

Comparing the 50-year with the 25-year span, there are interesting and important differences in detail, but the broad findings noted above are valid, whichever period is taken. It is of particular importance to note that the erosion which has been observed at the top has been greater in the last 25 years, which indicates an acceleration of the trend observed for the 50-year period.

The reasons why

The superior relative position of the

lower income groups of the teaching profession is due to several factors. These are as follows.

Increased costs of living made it necessary to apply any available increased income in large measure for the benefit of those who are in affirmative distress.

The turnover is greatest in the lower income groups and accordingly compensation had to be revised upward from year to year in order to attract new personnel to take the place of those who were leaving. In attracting new personnel, prevailing markets had to be met. On the other hand, the older and higher paid teachers had nowhere to go. So they stayed on where they were, teaching for whatever was paid to them.

The increasing student population created a demand for new teachers and new instructors. But this demand did not require new professors or new school administrators. Such additional income available to education went to meet the market at the lower levels. Higher salary schedules were also made necessary because of the increased length of the school year and because of increased requirements for preparation and for certification.

As the compensation at the higher levels of teaching in colleges and universities deteriorated, additional emphasis was placed on security. In many institutions, permanent tenure was given instead of additional compensation. And with tenure came lack of flexibility of faculty appointments. As a result, courses and departmental offerings became entrenched, and the urge for justifying the security of tenure expressed itself in the proliferation of courses and in many cases wanton reduction in the average student-teacher ratio. Educational administration, especially in the universities and colleges, lost control of the faculty and the faculty lost control of the curriculum. Increases of tuitions therefore were not available as they might have been for the increase in rates of compensation.

The public schools being tied to the

Teachers' Pets

A series of favorite classroom projects
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By MRS. MARY SHERRINGTON
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"MASK MAKING"

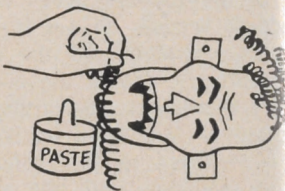
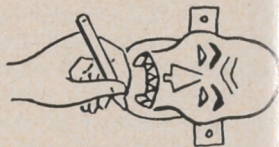
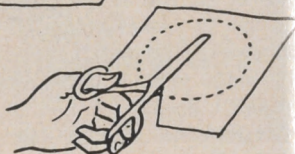
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Making masks is a simple, enjoyable project for Christmas, Halloween or any time. Base is the same for all masks—an oval shape, slightly longer than the child's face, cut from cardboard. Hold oval in front of face and mark spots where eyes, nose and mouth should be . . . in order to assure comfortable fit.

For a witch mask, pupil uses SARGENT Hexagon Crayons to draw weird features and ghastly facial colors. Strips of newsprint, colored and curled, are pasted on for straggling hair. (Curls are made by pulling strips between thumb and blade of scissors.) Long pointed hat, colored glistening black, adds final touch.

Santa Claus mask is made in much the same way. Curls are used to make bushy beard and moustache, with cap colored bright red. Children make masks easily and eagerly, expressing individual tastes. Finished masks are ideal for plays, pantomimes or just everyday fun. Vary this project with triangular, round, oblong and other paper shapes.



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property tax as their principal source of revenue found themselves unable to share in the rising national income, access to which is through the income tax. It is true that the states made use of both the income tax and the sales tax to obtain funds for allocation to education. But because of the competitive position of state with state and the low potential of both income and sales taxes in many states this source of revenue, although important, has fallen far short of meeting the financial problems of the schools. As a result, public education, broadly speaking, has failed to participate in national prosperity, and this at a time when the pressures, both quantitative and qualitative, are increasing progressively from year to year.

Endowed colleges and universities have been unable to increase their endowment income proportionately to their increased demands and increased expense. Sharp increases in income and estate taxes have reduced the capital accumulations from which endowments formerly came. Tax exemptions helpful as they are in increasing current revenues do not create the fortunes to provide capital gifts.

The high tax on corporate profits cannot be compensated for in a tax-free institution. The vice-president of a company gets a salary increase of \$2,000; this increase is an expense of doing business to his company and is deductible for tax purposes. Accordingly the federal government pays 52 percent of the increase, and the owners of the business can give the \$2,000 at a cost to them of only \$960. In education a \$2,000 increase is \$2,000 net; there being no federal tax, there is no federal-tax subsidy.

Greater proportions of budgets are being applied to non-teaching functions. In many cases this expenditure is justified in that it enriches the educational program; and in any case much of it would have been necessary in view of the management requirements of increasing enrolments. However, these non-teaching expenditures will increasingly

Beardsley Ruml is a former chairman of the board, R. H. Macy Company, and a well-known financial expert. Reported from a bulletin issued by The Fund for Advancement of Education and reprinted from *The Education Digest*, February, 1956.

be required to justify their place in the educational scheme of things, particularly those parts devoted to alumni relations, money raising, publicity, and inter-collegiate athletics.

The deterioration of the economic status at the top is substantially influenced by what may be termed political or public relations considerations. When there is less than enough money to go around, it is impossible to raise top salaries in a non-profit institution. It is even difficult to raise new money to give equivalent compensation to top academic personnel as against vice-presidents of corporations or junior partners of law offices and brokerage firms. Even Congress took many years to raise the salaries of its own members part way to a level proportionate to an earlier day.

The implications

What does it all mean?

The American society is deteriorating in the sector most critical for future progress and well-being. The quality of the future depends on education at all levels, and the quality of education depends on its top leadership. The best talent of the younger generation finds that education is not as highly valued by its seniors as law, medicine, advertising, or many technical skills, so they choose the latter.

Our society is in a period of rapid change. We face increasing complexities and hazards, both technical and moral. It is imperative that we bring into education a sufficient share of the highest talent of each generation so that each succeeding generation will be better



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prepared to deal with the old and new challenges of its own time.

Disaffection is being created at the most sensitive point in our society. We use the word "disaffection" with deliberation. Pervading pessimism, extending in extreme cases to subversion, fellow-travelling, and other educational sabotage springs basically from a sense of unfair treatment by a non-conscious social drift, not from a blazing passion to reform. The pessimism and disaffection expresses itself in lecture, classroom, and community activities. And the teacher being literate and articulate attracts both the other disaffected and the uninformed who earnestly wish for a better world. Adequate compensation is not a bribe nor is it a cure; it is simply an assurance that intellectual leadership maintains a balanced economic status with its contemporaries. On that foundation we can still expect deviation and criticism, but it can be sincere and rational, not poisoned by the facts of injustice, neglect, and humiliation.

A reorganization of curriculum, facilities, and teaching aids at all levels of the educational process is overdue and inevitable—both to reverse the trend to economic deterioration and to meet the requirements of increased enrollments. The situation will be met not with more money only, but with increased efficiency, new ideas on teaching methods, drastic reorganization of the curriculum, and finally a belief in education as a value for its own sake and not as an excuse for a variety of adolescent activities that were formerly carried on without academic sponsorship.

The evidence, incomplete as it is, points to an erosion of fundamental elements in the American democracy. The responsibility is only partly that of the teacher and the educational administrator. A basic reorientation at the highest level, both public and private, is required.

A new approach to the curriculum and to teaching methods is required at all levels. Waste must be eliminated wherever it occurs. Economies can be made

that will improve rather than weaken the quality of the educational program.

Given a reorientation in which the public can have confidence, the needed resources will inevitably flow, for they are small indeed as compared with the vast and increasing productivity of the American economy. No citizen would suffer any material hardship nor indeed would he be aware of any personal sacrifice.

The long 50-year trend can be reversed, and educational leadership restored to the relative economic status and high dignity that were given to it as a matter of course at the beginning of the century.

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Teachers' Reward

JACK SCOTT

ORDINARILY I don't pay too much attention to letters from people who hide behind a nom de plume. They've either an axe to grind or they're not prepared to take the responsibility for their opinion and so not the kind I care to engage in debate.

The late George Wright, a great editor in his day, made it a habit to look first for the signature on a letter. If it were unsigned or a pseudonym, he consigned it immediately and unread to the wastebasket and I believe that, except for rare cases where a writer may honestly fear retaliation, a similar fate should be met by all letters to the editor unsupported by the writer's John Henry.

In this connection I was disturbed to find that almost half the letters I received from teenagers in the last couple of weeks have ended on that familiar note, "Please don't use my name".

A letter that isn't backed by the writer is not only suspect, it carries no more weight than an anonymous shout in the night.

The younger people in particular should know that one of the democratic rights to be cherished is the right to voice an opinion, and when they abuse that, they abuse freedom.

All of this is a long-winded preamble to my reasons for replying to a letter to the editor signed "Less Sentimentality" in which an anonymous correspondent takes me to task for a column on teachers' salaries.

This letter writer, it seems to me, represents a dangerous drift of public opinion toward the myth that we're

really not doing so badly for our teachers and that any one who says differently is a woolly-headed idealist.

"Today", this headless body writes, "teachers' pay is pretty fairly proportionate to pay in other jobs calling for similar abilities and carrying similar responsibilities. Let's give the taxpayer credit for recognizing a wrong and righting it."

It's true, of course, that teachers' salaries have crept higher, like everybody else's, in the wake of galloping inflation and perhaps those of us who are ancient enough to remember when \$5,000 a year looked like a million may be palled by the occasional appearance of teachers' salary scales that appear in the papers from time to time, forgetting that \$5,000 stretches about the same distance these days as \$2,500 did before the war. (I am constantly amazed at what I get until I start paying the bills.)

The phrase in the letter that irritates me most is "similar abilities and similar responsibilities".

I happen to believe that the job of a teacher is the most important, the most responsible, the most demanding of rare abilities, in the community. I think that's true more than ever in these days when the influence of home life isn't what it used to be.

When I drop my kids off at the school I feel that I'm putting them in the hands of men and women who will shape their character and prepare them for their adult life just as much as I do. I leave them there with a feeling of guilt knowing I'm paying them less than I pay the carpenter who is building my

fence or the vet who is treating my dog or the dentist who fixes my kid's teeth.

The fact is, teachers' salaries are not even proportionately fair.

I've been studying a salary agreement between the board of trustees of a certain school district, part rural, part urban, and the teachers. They run from a low of \$2,125 to a high of \$5,250 or an average of under \$3,700 a year, and if that's a reasonable income for the job of teaching I'm Gregory Peck.

The remarkable thing is that, from what I've been able to see, the standard of teaching is high and the schools continue to attract a good type of person to what I'm sure is one of the world's

most thankless professions. I've met many who are in it simply because teaching, whatever its rewards, is what they most want to do.

But I'm nagged by the thought that we'd have an even higher standard if we were prepared to pay what the job is worth which is the salary of a corporation lawyer or an investment counsellor or a specialist in eye, ear, nose and throat.

How many men and women who are born teachers and eager for the challenge of shaping the destiny of youth, I wonder, are turning to other professions for the very human reason that when success is measured in dollars the classroom is the last place to be?

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Official Bulletin, Department of Education

No. 175

McGill University French Summer School—June 28 to August 10, 1956

The school is designed for all who desire to take courses of lectures on French thought, literature, or civilization, and at the same time gain a practical working knowledge of the language. Teachers of French will find new advanced courses and stimulating methods.

Courses are grouped in three sections—

Section A (Elementary)—Candidates are normally required to have completed two years of high school French, or one year of college French, or the equivalent. Courses are to be chosen from: Living French, Functional Grammar, Study and Practice of French Speech Habits, Modern French Prose, Landmarks in Nineteenth Century French Literature, Aspects of French Culture.

Section B (Intermediate)—Translation and Free Composition, Phonetics, Diction, Literature, French Art, or Music, or Civilization.

Section C (Advanced)—French Stylistics, Advanced Composition, Advanced Phonetics, Intensive Oral Practice, Literature.

Special features are the language practice laboratory, the French House (Douglas Hall), the "no English rule", French song groups, evening lectures, concert, French motion pictures, conducted visits, two or three evenings of French dramatics, an excursion to Quebec City.

The complete calendar may be obtained by writing to: the Secretary, French Summer School, Arts Building, McGill University, Montreal 2, Quebec.

Scholarships

Eight scholarships will be offered for the 1956 session of the French Summer School.

Seven scholarships, granted by McGill University and the French Government, the value of which usually varies from \$75 to \$135, will be offered to students of colleges and universities in Canada and the United States.

A \$150 scholarship, offered by the Secretariat of the Province of Quebec, will be specially reserved for an English-speaking Canadian who teaches French in a Canadian high school, college, or university.

These scholarships are open only to students who—

1. are qualified to enter the intermediate or the advanced section,
2. undertake to reside at the French House during the session,
3. take the courses and final examinations necessary for the French Summer School Certificate.

Applications for scholarships should reach the school secretary on or before May 30.

Applications should be supported by—

1. an official transcript of grades sent by the registrar of the institution attended by the applicant,
2. two confidential letters of recommendation sent directly to the director of the school (Arts Building, McGill University).

Successful applicants will be notified before June 10.

Further information regarding the school program may be obtained by writing to the address given above.

Notice Regarding Refund Pension Contributions

According to a regulation of the Board of Administrators, effective since July 1, 1954, **refunds of contributions will not be paid until four months after August 31, or the date of the last contribution, whichever is the earlier.** This regulation is necessary for the following reasons.

1. All contributions must be received and posted before refund payment can be made.
2. This regulation protects the teachers who have resigned in June or July, with no intention of teaching the following year, but who change their plans and return to teaching within a few months. A teacher who accepts a refund of contributions, in whole or in part, relinquishes all accrued benefits in the Fund.
3. This regulation helps to avoid unnecessary cost in office administration.

Forms for application for refund will be supplied on request.

**Eric C. Ansley
Secretary-Treasurer
Board of Administrators**

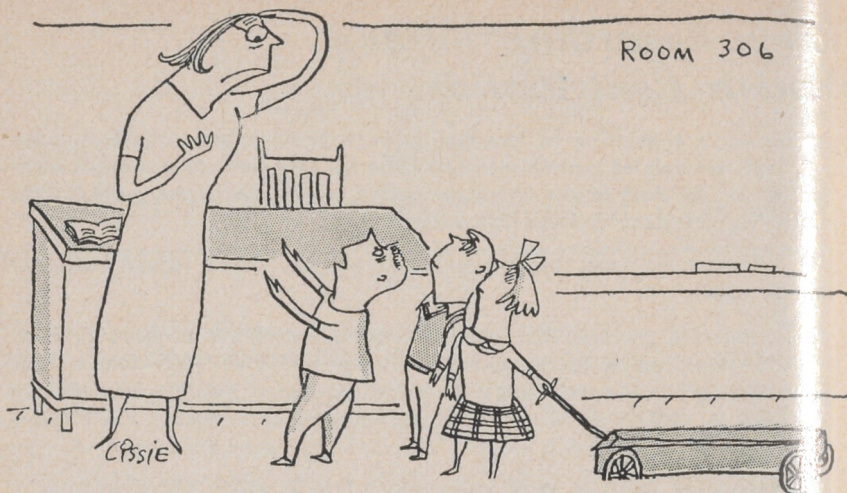
Notice to Retiring Teachers

The Board of Administrators, Teachers' Retirement Fund, wishes to remind all retiring teachers that pensions do not begin automatically and that it is necessary for them to make application. All teachers, **who plan to retire as at June 30, 1956**, are urged to contact the Board as soon as possible so that the granting of their pensions will not be delayed. Formal application for pension must be filed in the office **before September 1, 1956** (see 9[f]). Address all letters to Barnett House, 9929 - 103 Street, Edmonton.

**Eric C. Ansley
Secretary-Treasurer
Board of Administrators**

By-law No. 1 of 1948

9. (a) Any teacher who retires from teaching service upon or after attaining the age of sixty years, and who has completed not less than fifteen years of pensionable service, shall be paid a normal pension out of the Fund upon his written application to the Board.
- (f) Unless otherwise ordered by the Board, a pension shall commence on the first day of the month next following the receipt by the Board of the application unless salary as a teacher is then currently accruing to the applicant in which case it shall commence on the first day of the month next following cessation thereof; and shall accrue and be paid monthly in equal installments on the last day of each month.



"But, Miss Parkson, we thought you wanted us to donate the class test papers to the waste paper drive . . ."

Calgary School Board Requires Teachers

Applications are now being received for the 1956-57 school year. Positions at every level will be available, including specialists in unit shop, commercial and physical education.

Application forms may be
obtained from

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NEWS from our Locals

Benalla Sublocal

T. Murray of Red Deer was guest speaker at the sublocal's regular meeting held on March 22. Mr. Murray gave an informative and helpful talk on remedial reading for Grades III to IX. Eight teachers were present.

Bawlf Rosalind Sublocal

Twenty-one members were present at the regular monthly meeting in the Rosalind School on March 14. It was announced that the Rosalind teachers had won the curling trophy at the February sublocal bonspiel. O. Fadum reported that the Camrose Agricultural Society was planning to set up a school display building this year. Classes will include: metal work, woodwork, electrical displays, sewing, leather work, needlework, ceramics, water colours, pencil sketching, crayoning, and penmanship, including figures and map work. It was suggested that group murals be added to the list. A discussion was held regarding health insurance plans, since the present scheme is about to expire. Members of the policy committee were urged to have the executive investigate this matter immediately.

Camrose Sublocal

The sublocal's regular meeting on March 14 took the form of an inservice training discussion on the topic "language in the school". Other sublocals of the Camrose Local were invited to attend. Sublocal president Mrs. Clara Beyenstein was chairman, and Superintendent J. R. S. Hambly introduced the guest speakers, M. L. Watts, director of curriculum of the Department of Education, and R. Armstrong, of the Univer-

sity Practice School. Mr. Watt gave an outline of the progress the curriculum committees have made in the language field, both in curriculum building and in final tests in Grades IX and XII. This information was of general interest since it relates directly to what the local is trying to do at the present time in the language field.

Duffield Sublocal

Fifteen teachers were present at the last sublocal meeting at which Superintendent Munroe MacLeod was special guest. A welcome was also extended to T. McManus, now the principal of the Duffield School. R. Dobberthien gave reports on meetings held in Edmonton and in Stony Plain. The sublocal's project for this year—to help teachers evaluate and teach silent reading and comprehension more successfully—was discussed. The teachers were divided into groups to set reading tests for each grade. The tests will be administered

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to students in schools in the sublocal area and the results will be evaluated.

Edmonton Separate Local

The regular monthly meeting of the local was held on March 12. Mrs. V. I. Rust, supervisor of student teaching at the Faculty of Education, University of Alberta, addressed the teachers on the subject, "Training of Student Teachers in the Demonstration Classroom". The roles of the teacher adviser and faculty consultant were outlined, and brief descriptions of the practice teaching courses at the university were given. The business portion of the meeting included a discussion of resolutions to the Annual General Meeting, convention matters, nominations, and salary.

The Edmonton Separate School Board and the local were joint hosts to the teachers and staff of the Edmonton Separate School District at a social evening held recently at the Hillcrest Country Club.

Evansburg-Wildwood Sublocal

The regular sublocal meeting was held at Wildwood on February 16. Teachers of the Wildwood School spoke on the

various uses of the tape recorder. Several items of business were discussed. A curling event at the Evansburg rink is to be arranged in connection with the next meeting.

Girouxville-McLennan Sublocal

The sixth monthly sublocal meeting was held on February 25 at Girouxville. A. Rey, salary negotiating committee representative, reported that the committee had met the divisional board with the new schedule. Mr. Rey also informed the teachers that a vote would be taken to elect a candidate for the position of district representative for North-western Alberta constituency. The teachers then formed into study groups, according to grade divisions, to discuss teaching methods.

Mount Rundle Local

President K. McPherson was in charge of the regular meeting held on March 20 at Banff. Lee Leavitt gave a clear account of the emergent general meeting held at Edmonton to deal with proposed amendments to the teachers' pension plan. Discussion followed regarding obligations and privileges of delegates at

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For some positions, university graduation is required, for others a first class teaching certificate or equivalent is sufficient. Experience is essential.

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tending regional and provincial meetings. Preliminary plans were made for a May track meet to be held in Banff, and resolutions to be considered at the Annual General Meeting were examined. The president introduced C. E. Gourlay, a candidate for the position of district representative for Calgary District.

Ponoka Local

Despite severe temperatures, about 30 teachers gathered at Crestomere School on February 15, to hear guest speakers F. J. G. Seymour, of head office, and W. Pilkington, of the Faculty of Education, University of Alberta. In his address, Mr. Seymour dealt with several problems of the teaching profession, including the present high school teacher shortage, and the emergency program adopted by the government to meet the general shortage of teachers. He also spoke of problems arising out of the teachers' pension plan. Mr. Pilkington then addressed the group, which he termed "the finest people in the finest profession". He spoke of meaningful teaching and the tremendous personal and professional responsibility of teachers, and illustrated his remarks with humorous drawings.

C. G. Jevne of Mecca Glen outlined the salary policy committee report, a ten-point recommendation presented to the board on February 14. The teachers enjoyed a varied program of group songs and an original and very amusing skit produced by the Mecca Glen staff.

Stony Plain Local

A regular meeting of the local was held at Stony Plain on March 17, chaired by President W. M. Bell. Eight members were present. The financial statement of the local was discussed. Several present commitments will have to be withheld, in order to have a sufficient amount for general operating expenses. Mrs. M. F. Harris gave a report on convention matters, arising out of the meeting held on March 10. Two new locals will be added to the convention. The matter of assess-

ment of locals for convention costs was explained. Some discussion arose regarding convention fees, banquet, and remuneration of delegates. Resolutions to the Annual General Meeting were discussed in some detail.

Spirit River-Rycroft Sublocal

At the sublocal meeting on March 7 at Rycroft, it was agreed that support would be given R. E. Bean for the position of district representative for North-western Alberta constituency. Plans were completed for a "career day" to be held in Spirit River on March 21, at which various speakers will address the pupils and interested parents. It was reported that an institute will be held in Spirit River in May. E. S. McKee spoke regarding the distribution of salaries in various professions and concerning cumulative sick leave.

Tofield Sublocal

The teachers of the sublocal met on March 17. Local representative Mrs. Graham reported on the last meeting of the Holden Local, and Claude May gave a report on the emergent general meeting held in Edmonton regarding pension plan amendments proposed by the provincial government. There was some discussion regarding the local track meet to be held on May 23. Several recommendations for improving central track meets were also proposed, including suggestions that printing be left off ribbons and that better pins for securing them be purchased, that only team games be held, and that pupils in Grade IX play with high school.

Vauxhall Sublocal

The new Hays School was the locale of the sublocal meeting on March 13, attended by 22 teachers. The staff of the Hays School were hosts, and the teachers were conducted through the school by Principal Nick Ratsoy. Councillor Mrs. Melba Birck spoke of proceedings at the emergent general meeting in Edmonton which dealt with

proposed pension plan amendments. Ralph Ringdahl, principal of the Vauxhall School, informed the members of progress in salary negotiations. A discussion of various sections of the *ATA Handbook* was conducted by President Mary Block.

How to read

Whatever mode of reading a man uses he should start receptively and maintain a questioning attitude. He is reading not to find expression of his own ideas, but to gather those of the author.

It is good to vary one's reading. Any one who wishes to start a course of rewarding reading might do worse than ask his librarian for Wells' *Outline of History*, Durant's *Story of Philosophy*, and Dr. Logan Clendenning's *The Human Body*. These have ample references to other works, leading the reader along delightful paths of exploration and gratifying discovery.

By making notes as you read you may transfer the wealth of the public library to your home. Extracts from books can build themselves up, after a few months into a valuable reference file. Anthology construction is one of the most pleasant hobbies a thinking person can have.

Future of the library

Canadian libraries are on the upgrade today because our people have come to recognize them as key institutions in our cultural life. The public library is an adult school, a lifelong class.

The books it contains are the true levellers in civilization. They give to all who use them the society of the best and greatest of our race. They say to peasants the same as they say to kings.

The bookless man does not know his own loss. The books he has not read are the telescopes and reflectors and reverberators of our intellectual life, holding in themselves magical powers for giving the range of knowledge that belongs to a cultivated mind.

Whereas Spinoza possessed fewer than 60 volumes, and Kant collected only 300, any budding philosopher in Canada today has at his command hundreds of thousands of books, collected and sorted and made available by his public library. All the brave books, as Christopher Morley calls them, that house the hopes and skills and gentlenesses and dreams of men and women through the ages.

The Public Library

(Continued from Page 9)

modern books without contempt, and of the ancients without idolatry; judge them all by their merits.

The reader

The person seeking real value for the time he gives to reading will ask at the library for books that contribute something in the way of information, culture, or stimulation of interests. Personal taste and the whim of the moment will not interfere greatly with such a person's reading. He will realize that if he is to escape from the commonplace by gaining knowledge he needs, to tackle new things, to savour the tang of adventure and discovery.

What more personal reward can a reader hope for besides the gaining of knowledge and insight and inspiration? Well, says Hamilton Mabie in *My Study Fire*: "Among his books a man laughs at his bonds and finds an open road out of every form of imprisonment." He may find escape in books, even from too much pleasure, as Holmes, tired of laughing at a musical comedy, turned to the reading of Marcus Aurelius. Intimate association with noble works is a splendid promoter of inward serenity.

Many people have been heard to say: "I love reading, but never have a minute for it." That is a matter of choice, governed by a sense of values. We find time for the things most vital to us.

Even half an hour of daily reading will bring a rich reward. Looking backward, we shall see that those half hours, retrieved perhaps in fragments from the grasp of daily routine, count for more than we ever thought possible.

How Can Parents Help?

(Continued from Page 27)

expect children to be responsible before they have been taught to be so. We must exercise some restraint in expecting this kind of learning. The apron string must be severed gradually. A child who has been taught no responsibility for his own actions will not learn other things easily. A child who carries the responsibility for his learning feels success when he is successful and feels failure when he has failed. This child is able to learn to read; he is behaving in a realistic fashion toward the world.

Surrounding children with books

Children should be surrounded with books at home as well as at school. School boards should, ideally, spend a great deal of money on books for children. Some boards, however, do not recognize the necessity for a large quantity of books and it is up to the home to make up the deficiency, at least in part. Of course, there is an economic factor for parents as well as for school boards; but most parents will purchase as many good books as their budget will allow. The degree to which parents esteem their own books is reflected in the way children feel about their books and in the way they learn to read. Parents can help by stimulating boards of education to spend money for library books and by promoting the sale and purchase of books for home and school use.

Reading to children

Children should be read to, even after they begin to read for themselves. This is a sharing of experiences between child and parent. Furthermore, what is read can be talked about and this will further general language skills. When experiences are made mutual in this fashion, children will enjoy being read to from books which are written in words beyond their reading ability but which portray activities and ideas which they are able to understand.

TEACHERS WANTED

The Red Deer City Schools will require additional Protestant teachers for September 1956, in Elementary and Junior High, including Shop and Home Economics. Please send letter of application, including details of teaching experience, training, marital status, copies of reports, and names for reference to

**Mrs. L. Scott, Secretary-Treasurer,
Red Deer Public School
District No. 104,
4747 - 53 Street, RED DEER, Alberta.**

TEACHERS WANTED

for all grades of the Edmonton Separate (Catholic) Schools, duties to begin September 1, 1956.

For further information write—

**A. A. O'Brien, Superintendent,
Edmonton Separate Schools,
9807 - 106 St., Edmonton, Alberta.**

MEDICINE HAT SCHOOL DISTRICT NO. 76

There will be vacancies for high school, junior high school and elementary school teachers on the staff of the Medicine Hat City Schools with duties to commence September 1, 1956.

Application form and copy of the salary schedule will be forwarded upon request.

**G. H. DAVISON,
Secretary-Treasurer
Medicine Hat School District
No. 76
P.O. Box 189
Medicine Hat, Alberta**

■ Cooperating with school doctors and psychologists

Most parents want to cooperate fully with school doctors and nurses and with reading clinicians when they recommend examinations of hearing, vision, or other physical or psychological factors. The child with physical disabilities must compensate for them if he is to learn. Such difficulties should be eliminated if possible. School people have a tendency to over-refer; that is, they may send a parent and a child for one examination or another and the results may show that such procedure was unwarranted. It is better, however, to request a needless examination than to

run the risk of not having an examination that is needed. Parents should be pleased rather than disturbed if the school takes enough interest in their child to recommend an examination even though it might turn out to be unnecessary.

■ Caring for the child's physical needs

The body is the mechanism that permits learning. It must be taken care of in terms of prevention of disease and in terms of care when diseases strike. It also must be cared for in terms of maintenance of adequate bodily functions. Rest is required for this. Some children would watch television until twelve o'clock every night if they were permitted to do so. I am acquainted with a few children who do this, and it seems strange to me that they are able to learn **anything** in school. They are so tired that they find it difficult to attend to what they are supposed to be learning. Televiewing and other activities can be planned in such a fashion that children will get the rest they need.

■ Encouraging the child to read aloud

Many teachers ask children to take books home to read aloud to their parents. This is usually done so that parents may share in the child's success in having accomplished a rewarding task. As a rule, it is not done so that the parent may teach the child to read. All parents should find time to listen to their child read and to praise his accomplishments. This does much more good than a whole semester of phonics.

Parents will assist children in learning to read if they attempt to understand what the school is doing, if they give the child many opportunities for verbal experience, if they help the child to grow in ability to carry responsibilities, and if they keep him healthy and rested. And, as a teacher, I won't object if parents tell school board members that they as taxpayers would support larger libraries and a smaller number of children per classroom.

**SAY YOU SAW IT IN THE ATA
MAGAZINE!**

**S. ALWYN
BARTLETT**

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Secretary's Diary

**Annual General Meeting, April 2, 3, and 4, 1956,
Palliser Hotel, Calgary**

The thirty-ninth Annual General Meeting was rated by a majority of the councillors as one of the best delegate assemblies in the Association's history. Laurence Coward handled the pension problems as only he can. Marcus Long was at his best in addressing the banquet and his speech is very, very good. Our solicitors, Louis Hyndman and Peter Owen, gave us sound and practical advice with respect to any legal implications. John McClary explained the finances of the Association to everyone's satisfaction. Joe Lakie, our president, conducted the business capably and impartially. Kim Ross, our vice-president, as chairman of the Resolutions Committee, presented the resolutions, including executive recommendations and explanations, to the councillors with clarity and despatch. All business was completed by 3:55 p.m., Wednesday, April 4.

Ronald Crowther accepted the honorary membership on behalf of his father, the late Sam Crowther. Miss Mary Crawford was awarded an honorary membership and, in accepting, delighted everyone with a witty and intimate description of some of the early days of the Association.

The publicity in the Calgary papers was excellent but only fair in the other daily papers of Alberta. For the first time, the Alberta Teachers' Association appeared on TV.

For the eighth consecutive year, the councillors were very unhappy about some amendments to *The School Act, 1952*, which seemed to them to be discriminatory. This year, there were some changes in *The Teachers' Retirement Fund Act* to worry about as well as those in *The School Act, 1952*. After careful consideration of the intent of the amendments that are not in teachers' interests, councillors passed resolutions expressing disapproval of the amendments to sections 339 and 350 of *The School Act, 1952* and to the limitations of the government

guarantee in the amendments to *The Teachers' Retirement Fund Act*. The debate and resolutions should have impressed upon the Minister of Education and his department how serious a view the Association takes of this type of legislation and that something will likely happen when a teacher is treated unfairly.

Laurence Coward expressed the feeling not only of the councillors but also of most of the teachers in Alberta when he said, "just mention six-weeks, unfunded liability—or government guarantee to an Alberta teacher to watch his boiling point rise".

A resolution was passed that six-weekers "be not allowed to attend professional meetings of the Alberta Teachers' Association". It might have been better if this resolution had stated clearly that only members of the Alberta Teachers' Association are entitled to attend ATA meetings of any kind. Persons who are not members of the Alberta Teachers' Association have no right to attend meetings of the Association, and only members of the Alberta Teachers' Association have that right.

Resolutions were approved about refunds of pension contributions, about the time a teacher's benefits remain in good standing after he has ceased to make contributions to the fund, and a resolution asking the government to keep the teachers' contributions properly funded.

Mrs. W. C. Taylor, president of the Farm Women's Union of Alberta, extended fraternal greetings from the Farmers' Union of Alberta to the teachers. In the course of her 30-minute speech, she stated that it was because of a resolution passed by the Farm Women's Union of Alberta at its annual convention in 1953, at which meeting Mr. Aalborg was present, that the six-weeks' course for teacher training was established in Alberta. This may be correct, but my information is that, at the 1953 convention of the Farm Women's Union of Alberta, a resolution was passed that correspondence supervisors be given a short course before the opening of school so that they would be able to use the correspondence lessons more effectively. Now, it is quite a jump from a course for correspondence supervisors to *The Emergency Teacher Training Act* and six-weeks' teachers. It would be interesting to know how, and by whom, this resolution to provide a short course for correspondence supervisors was turned into support for Mr. Aalborg's Emergency Teacher Training Act, which, as Marcus Long says, "was no emergency".

Erick Ansley